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ABSTRACT

An official delegation of Americans representing the U.S. Department of Agriculture and the National Association of State Universities and Land Grant colleges visited the People's Republic of China (PRC) to study the management and organization of the Chinese agricultural extension systems and to identify areas for the Chinese authorities to review for development of their rural youth programs. The delegation identified the following major sources of youth programming in China: the All-China Youth Federation (ACYF), the Communist Youth League, the Young Pioneers, science and technology associations, children's and youth palaces, government offices in charge of rural youth programs, and student unions. Chinese and U.S. officials agreed that the Chinese need to strengthen their extension outreach system and to improve the linkages between agricultural research and extension. The U.S. delegation recommended the following actions: development of an agreement between the ACYF and the National 4-H Council, formulation of agreements between individual universities in the PRC and the United States, and implementation of a pilot project to test the feasibility of undertaking rural youth exchanges between individual youth science and technology associations in China and cooperative extension services in the United States. Twenty-two black and white photographs illustrate the text. (MN)

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Scientific and Technical Exchange Division

Washington, DC

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Management and Organizational Technologies of Chinese Rural Youth Programs

A Scientific Exchange of Rural Youth Programs between the U.S.A. and The People's Republic of China

CE04/1854

SCIENTIFIC EXCHANGE
OF RURAL YOUTH PROGRAMS
BETWEEN THE U.S.A. AND THE
PEOPLE'S REPUBLIC OF CHINA

APRIL 8-30, 1982

"Management and Organizational Technologies
of Chinese Rural Youth Programs"

This study tour/exchange was jointly sponsored by the Office of International Cooperation and Development (OICD) at the USDA, by Extension Service, USDA, and the Ministry of Agriculture and Chinese Academy of Agricultural Sciences (CAAS) in the People's Republic of China. All comments, opinions, and recommendations, however, are those of the team members and not necessarily those of OICD, ES, USDA, or the Chinese hosts.

COVER: This is one of many photographs taken by the team members during their trip to China. They were greeted on April 15, 1982, on their arrival at a commune by this sign in Chinese, which roughly translated says, "Welcome U.S. Rural Youth Study Team." Signs like this were additional methods used by the Chinese to indicate their high interest in the visit. A section in this report shows other visual Chinese scenes as seen through the camera lenses of the visiting American team.

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This report prepared by all study team members, and the Extension Service, USDA

PREFACE

Programs for the development of rural youth are demanding increased attention within the international agricultural community. Similarly, management technology theory is drawing attention, particularly in the fields of agricultural extension and rural development. In accordance with widening interests, the Office of International Cooperation and Development (OICD), at the United States Department of Agriculture (USDA), in cooperation with the USDA's Extension Service, the Cooperative Extension Services of the U.S. land grant universities, and with the Chinese Ministry of Agriculture's Animal Husbandry and Fishery unit, sponsored an official delegation to the People's Republic of China in April 1982.

The team was comprised of four members who were selected by the Agricultural Administration and Education Panel of the International Science and Education Council (ISEC), to represent the USDA and the National Association of State Universities and Land Grant Colleges. (The team members' knowledge and skills as related to this study tour follows.)

The team operated with four goals in mind:

(1) Outline the management and organization of the Chinese agricultural extension system, and its relevant organizational units;

(2) Provide a descriptive analysis of the management and organization of Chinese rural youth programs;

(3) Review potential for future cooperation between the United States and China in management of rural youth programs; and,

(4) Identify areas for the Chinese authorities to review for development of their rural youth programs.

In gathering data to meet these goals, several assumptions were maintained:

(a) The Communist Party, and the All-China Youth Federation in particular, were essential elements of the systems to be reviewed;

(b) The Chinese would present to the team successful rural youth programs and optimal situations;

(c) Statistics presented by Chinese were reliable and accurate; and,

(d) Conclusions drawn by the team about the overall national situation would be qualified by the limitations inherent in non-scientific sampling methods.

Several immediate benefits from the team's visit are apparent. The friendship between the Chinese and American people has been further strengthened and enhanced. The importance of this aspect of OICD/USDA's exchange program cannot be overstated. In an era of increasing world tensions and strained US-PRC relations, harmony between the two nations is a welcomed event.

The team was able to acquire up-to-date information on the developing Chinese extension system. Most of the material previously available related to the system prior to the economic reforms and bureaucratic reorganizations started in 1979. The team has data, revealed in this report, which represents new information and/or a new presentation of heretofore scattered information.

The team broke new ground and opened new lines of communication in the area of rural youth programs. These new contacts will be the foundation of any future cooperation between China and the United States with rural youth programs. (See ATTACHMENT A for a listing of contacts made at various Chinese locations.)

KNOWLEDGE AND SKILLS OF TEAM MEMBERS
RELEVANT TO 4-H EXCHANGE WITH THE PEOPLE'S REPUBLIC OF CHINA

1. JOEL R. SOOBITSKY, Program Leader, 4-H/Youth, USDA/Extension Service, Team Leader

--Knowledge of USDA/OICD/ES policies and technical standards for national programming.
--Knowledge of USDA, land grant universities, Cooperative Extension Services, National 4-H Council roles and relationships.
--Represents USDA/ES with 4-H international programs.
--Nationally recognized authority in rural youth development, specifically, 4-H youth development, including management, volunteer and resource development.
--Maintains high level contacts and relationships with USDA agencies, universities, societies and industry with 4-H international programs.
--Provides leadership to solving problems of national interest, i.e., 4-H's role with world hunger and food production.

2. RAY CRABBS, Vice President, National 4-H Council, Deputy Team Leader

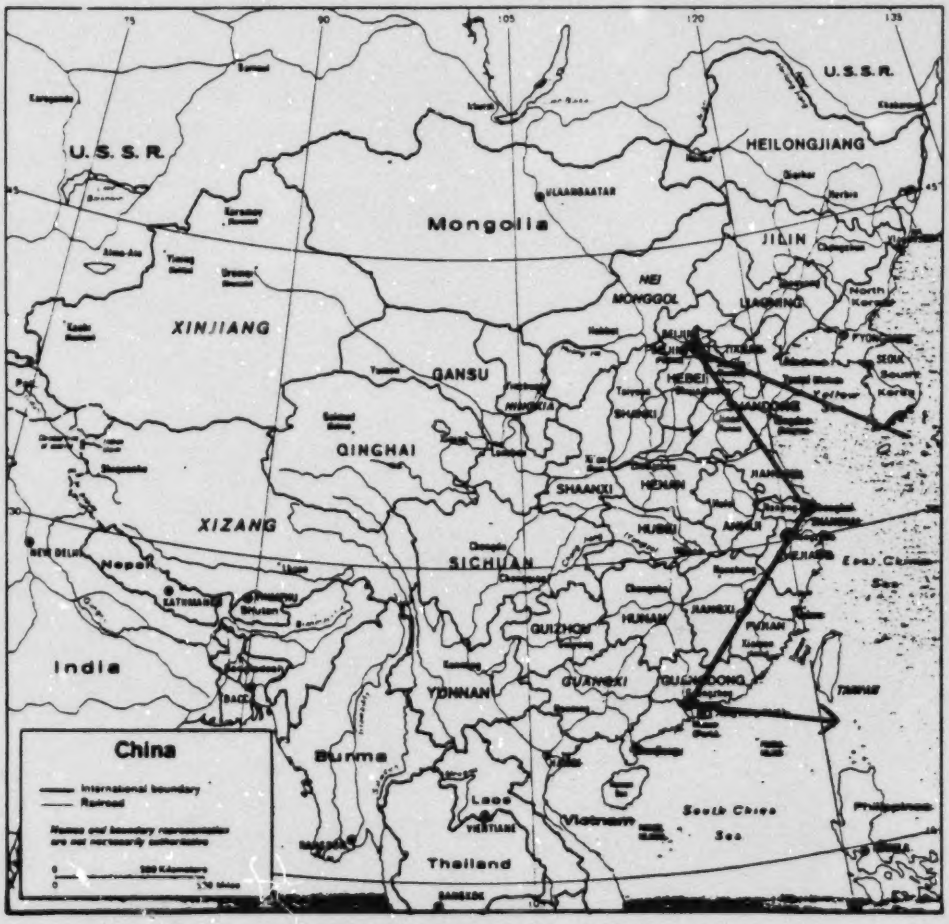
--Recognized authority in management and organizational technologies.
--Knowledge of the private sector and its relationship to 4-H youth programs.
--Skills in resource development and preparation of proposals to enhance the results of exchange.
--Understanding of Cooperative Extension Service system and contacts with ECOP, land grant universities and State Cooperative Extension Services.
--Knowledge of National 4-H Council roles and relationships.

3. DAVID PACE, State 4-H Specialist, University of Minnesota

--Knowledge of land-grant university system and the relationships of Cooperative Extension.
--Knowledge of 4-H international programs.
--Recognized national leadership with international exchanges and assistance to developing countries.
--Knowledge of youth development and 4-H organizational management systems.
--Skills in establishing volunteer leadership including staff development and training and program development.

4. STEVE BORUCHOWITZ, International Affairs Specialist, USDA/OICD, China Program

--Knowledge of scientific and cultural exchanges.
--Nationally recognized authority in the People's Republic of China Exchange Program.
--Maintains contacts with appropriate officials in China and USDA relating to China.
--Understanding of USDA policies and procedures for exchanges.
--Provides leadership for developing and presenting proposals as a result of team visits for long-range implications.
--Liaison role for ES and 4-H with OICD.
--Knowledge of agricultural Extension in US and China.
--Relationships with OICD international training leaders.



Route of U.S. 1982 Rural Youth Delegation

INTRODUCTION

Importance of Agriculture

Agriculture is important to all countries. Adequately feeding a population is vital to the stability of any country. In China, with a population of over one billion people, and with less arable land than the United States, every possible means of increasing production is sought and every problem can adversely and significantly affect the lives of millions of people.

The current Chinese regime has targeted four sections of the economy to be modernized as soon as possible in its "Four Modernizations" program. Agricultural development is listed first, and next is Science and Technology which is closely linked, both implicitly and explicitly, with agriculture. (Industry and Defense are the other designated priorities.) This emphasis is not merely propaganda; it translates into millions of dollars every year. For example, China has recently negotiated several loans with the World Bank for agricultural development, including a sizeable one for agricultural education. The status of the US-PRC Agricultural Science and Technology exchange program as the most active of all such exchange programs is further evidence of the emphasis placed upon agriculture.

The effect of all this activity and money is enormous, when one considers that 80-85 percent of the people in China are involved in agricultural production. When the government implements a policy on agriculture, it has an immediate impact upon nearly 850 million peasants and farmers. This includes the small number who work on communes and live in cities, as well as those workers who are engaged in transportation and processing of foods.[1]

Importance of Youth

It is almost a cliche to say the youth of a nation are its future. In the case of China, however, the youth are also very much the present. The average age in China is 26; 65 percent of the people are under the age of 32. There are 380 million youth between the ages of 13 and 25. These statistics indicate the impact a productive youth population can have upon the development of any economic sector, including agriculture. In addition, they indicate how serious problems may occur should any neglect befall this age group. Most notable in terms of neglect was the so-called "Cultural Revolution" which virtually ended all formal, higher education, and cut China off from outside sources of technical information.

The result of all of this is that China is overloaded with young people who must be allocated among in-the-field agricultural production, technical agricultural research, training of other technical workers, etc. Most of these young people have very little education above the junior high school level.

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[1]The number engaged in such work is very small. The Chinese system differs from the U.S. markedly in this area. Most food is consumed very close to where it is grown--there is practically no intra-China transportation. In addition, processed foods represent a very small, although growing, portion of the market, again in contrast to the U.S.

So, not only is the government faced with a huge population in need of food, with growing demands to develop agricultural exports, but it must also develop its agriculture with a work force that is lacking in technical skills and is unlikely to be able to obtain them within a short time.

The government directs much of its attention to young people. It has developed, for example, the "Five Stresses/Four Beauties" campaign, designed to promote the "spiritual development" of the young people. The Five Stresses are: decorum, courtesy, public health, public order, and morals. The Four Beauties are beauty of: mind, language, behavior, and environment.

The government also recognizes that youth can be used to promote party policy. Through the Communist Youth League (CYL) the Communist Party influences the ideology, training, and policy implementation for youth. Although only about 20-25 percent of the young people are active members of the CYL, members are considered "advanced youth," who are charged with leading the rest of youth and the entire country in various campaigns and programs. Most notable in recent years is the "Greening Campaign," the government's major push for reforestation. The CYL was very involved in this campaign; the State Council and the Central Committee of the Party jointly announced the effort, while the Party played the key role in motivating the manpower--CYL was used as the core.

As noted above, agricultural science and technology is considered by the current regime to be essential for a properly developed agriculture. The youth, again, play a major part. Older farmers and peasants are reluctant to try new methods or new seeds, especially when their output has been at an acceptable rate. Younger people, often with the possibility of an official citation or higher pay as incentives, are counted upon to try new seeds, to research and develop new techniques, and then to show everyone that the new technology can and should be used.

The education gap created by the Cultural Revolution is an impediment on the ability of young people to carry out this task. Efforts are being made to improve this situation, primarily through non-formal education, library resource development, and short-courses. The team reviewed these efforts and details are found elsewhere in this report.

Importance of Rural Youth

As most people live and work in rural areas and are involved in farming, rural youth comprise a large and important segment of that economic/demographic group. For example, the team observed many experimental plots that were run exclusively by rural youth; exemplary production units (e.g., pig farms, orchards) were often run solely by young people. In fact, there are 11,200 young agro-technicians in China.

Government organizations do not overlook rural youth in their formal structures, either, since all government levels have departments devoted to them. The Party structure and mass organizations also have such departments at many levels and under various names. In short, the structure, mission, and motivation are basically in peace throughout the country for rural youth to play an important role in the country's overall development.

Visual Reminders of the
4-H Scientific and Technical Exchange Team
Visit to the People's Republic of China

April 8-30, 1982

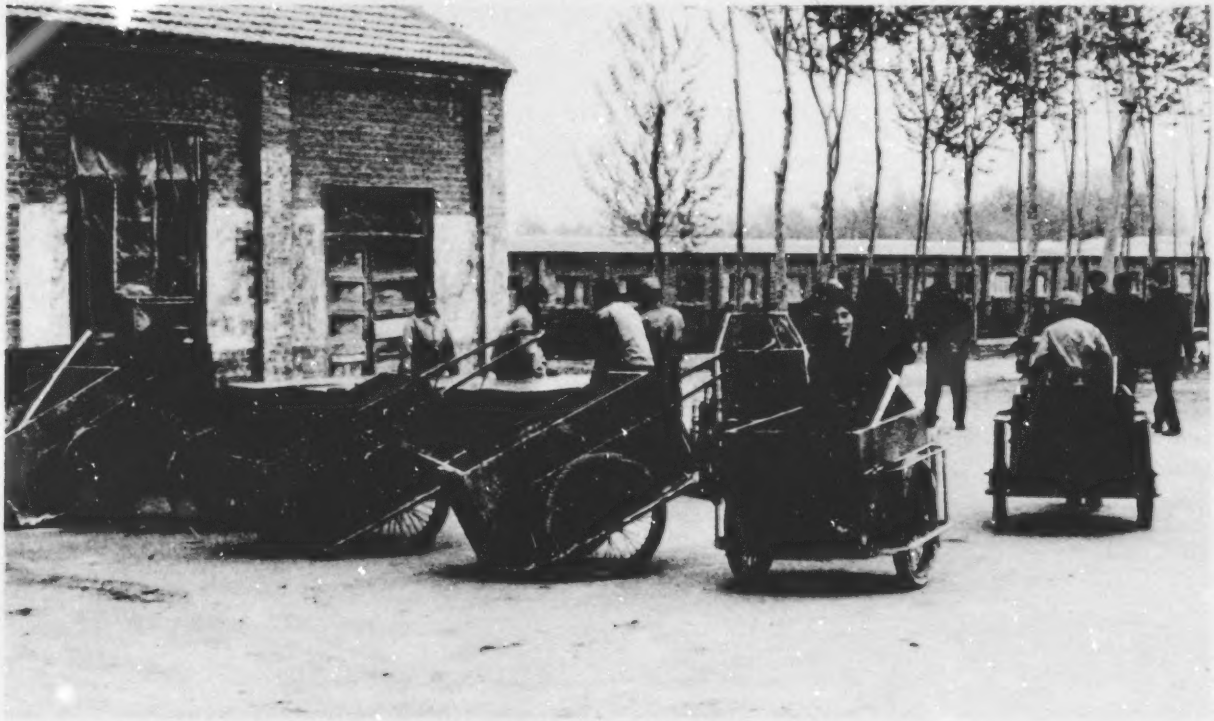
with the exception of two of the photographs which show all four team members, these and other photographs were taken by various members of the study team.

The American 4-H team planted five cyprus trees in a location about 100 yards from a sequoia tree planted by former President Nixon on his first trip to the People's Republic of China. Team members (left to right) are Dave Pace, Ray Crabbs, Steve Boruchowitz, and Joel Soobitsky.

The senior staff of the All-China Youth Federation (ACYF) meets with the American Team.

Housing being torn down and reconstructed. This was a commune specializing in citrus and was typical of buildings elsewhere.

Hand labor has a definite place in today's China, including the building and repair of structures on a commune. Trees in the foreground were planted as a part of a "Greening Campaign" (reforestation) program.

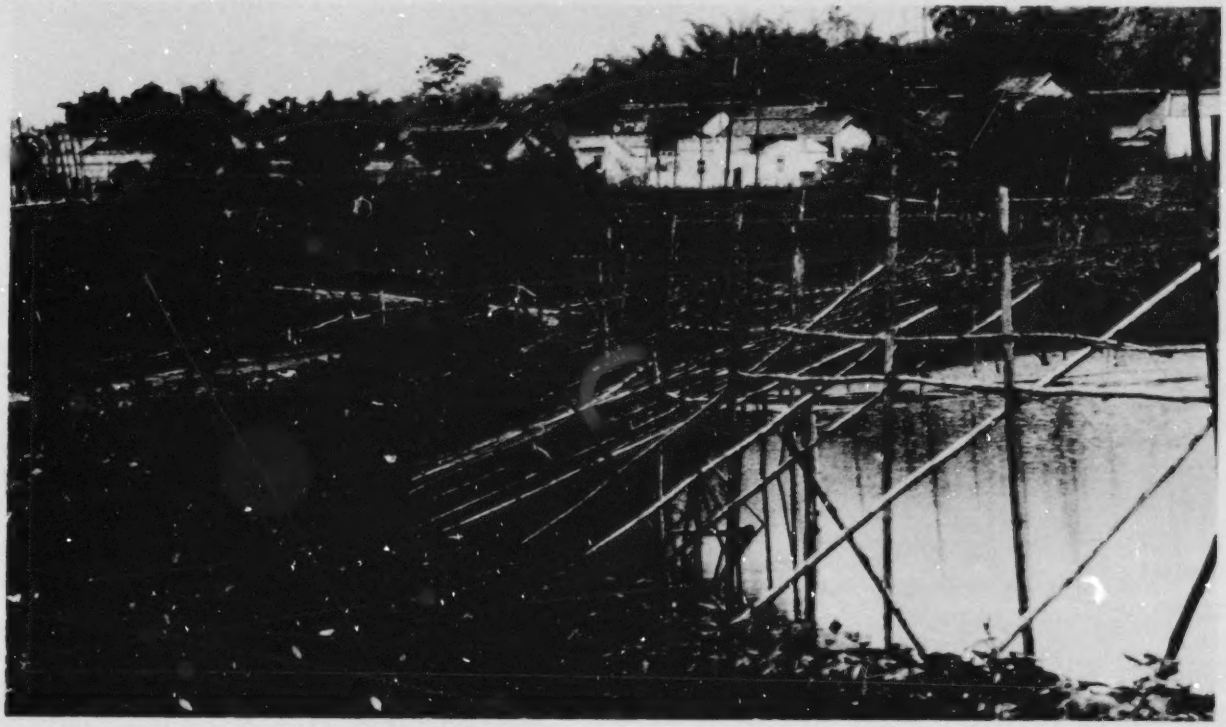


Another indicator of hand labor being used on today's Chinese commune are the 2-wheel carts used to move everything from fertilizer to harvested crops.

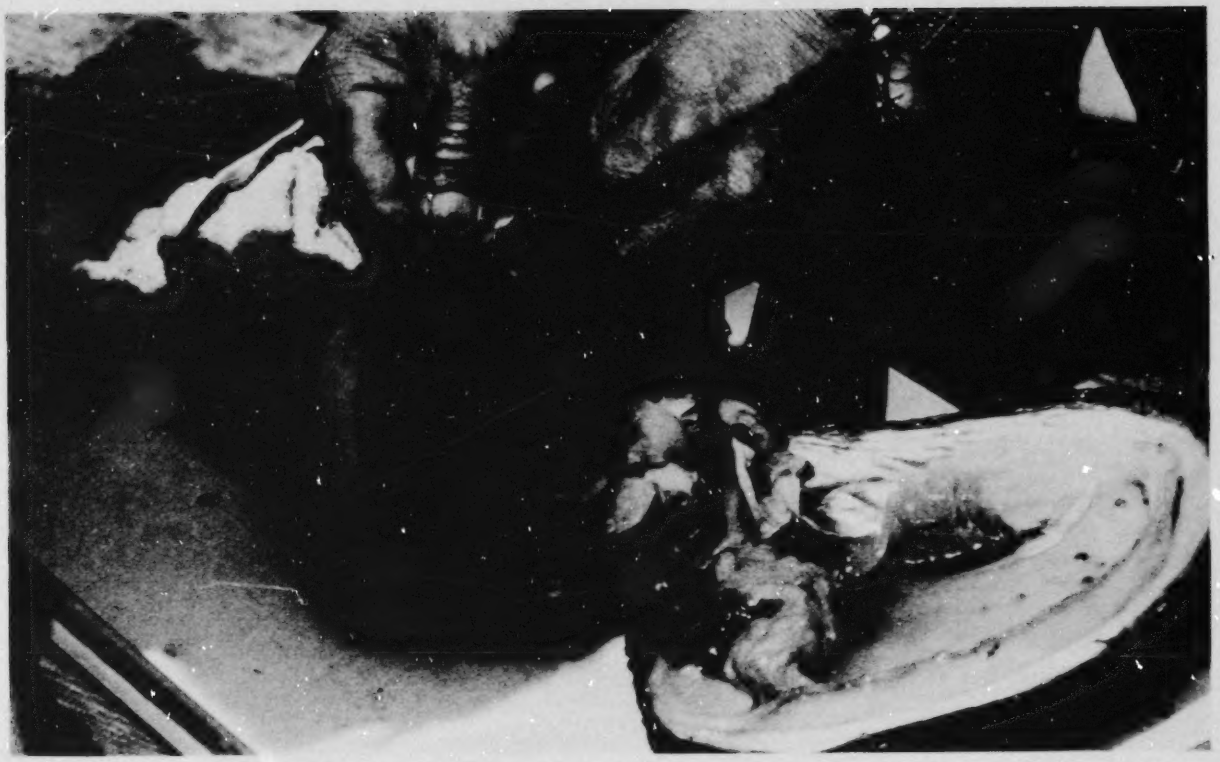
Swine is another labor-intensive farm production system on the commune.

Duck is a favorite food in China and a commune visited produced them by force feeding more than they would normally eat to hasten weight gain. These ducks have just been fed and are too heavy to stand for long periods.

The American 4-H team found extensive use of plastic in commune farming methods, as in "hot beds" and in the greenhouses behind these people planting cucumbers.

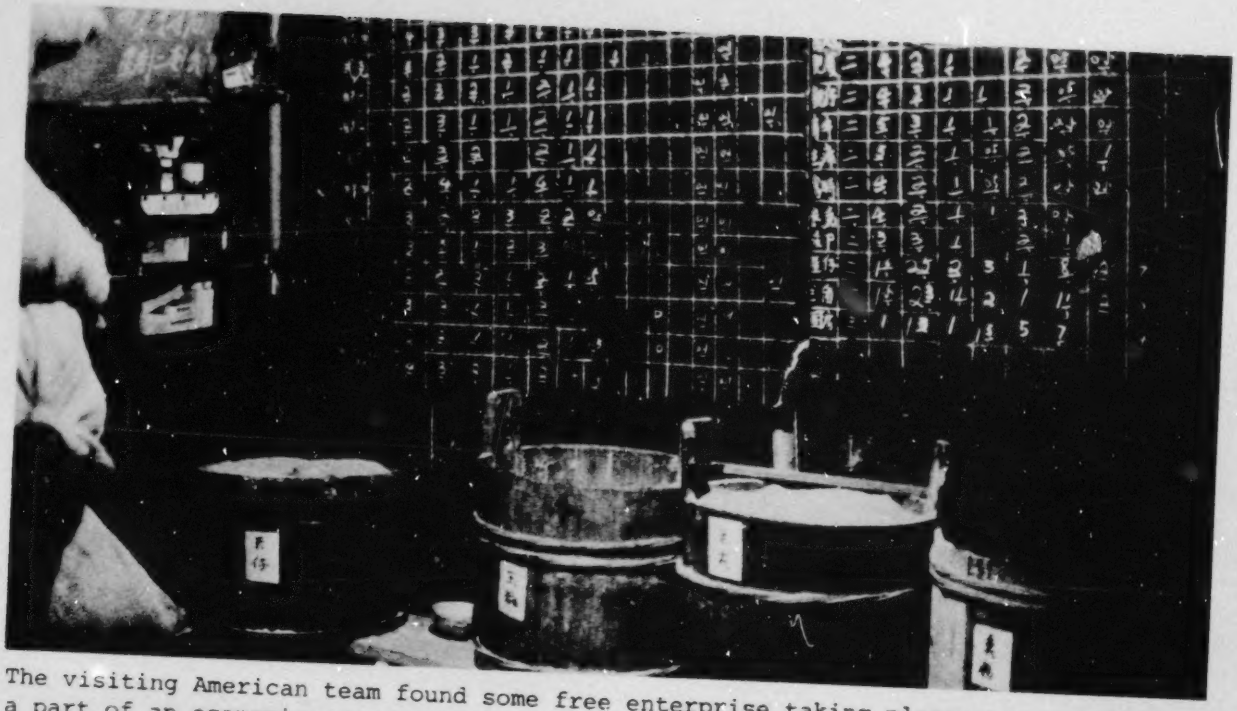


The American visiting team found outstanding methods being used to utilize all the available space for farm production. Here, cucumbers will be grown on bamboo trellises over water, and as the cucumbers grow they shade fish below making them more productive.



Water is used in China for more than flooding rice, and in this case pearls are harvested by commune members and strung for jewelry.

Agricultural research and demonstration plots are of much interest to the members of communes in today's China, in this case the intercropping of rice and peanuts.



The visiting American team found some free enterprise taking place on a commune, a part of an economic responsibility plan. Under this plan, one young man was given funds to breed stock. Shown here are some of his feed formulations and his wall chart of progress and productivity. Thus, he makes additional money which he can use to improve life for himself and his young growing family.

Pearls and farming are not the only activities on today's Chinese commune. The American team found other light industry to develop sideline products, in this case making brass parts for watches.

A sideline industry produced a sea of wicker baskets. Many Chinese youth take part in such activity.

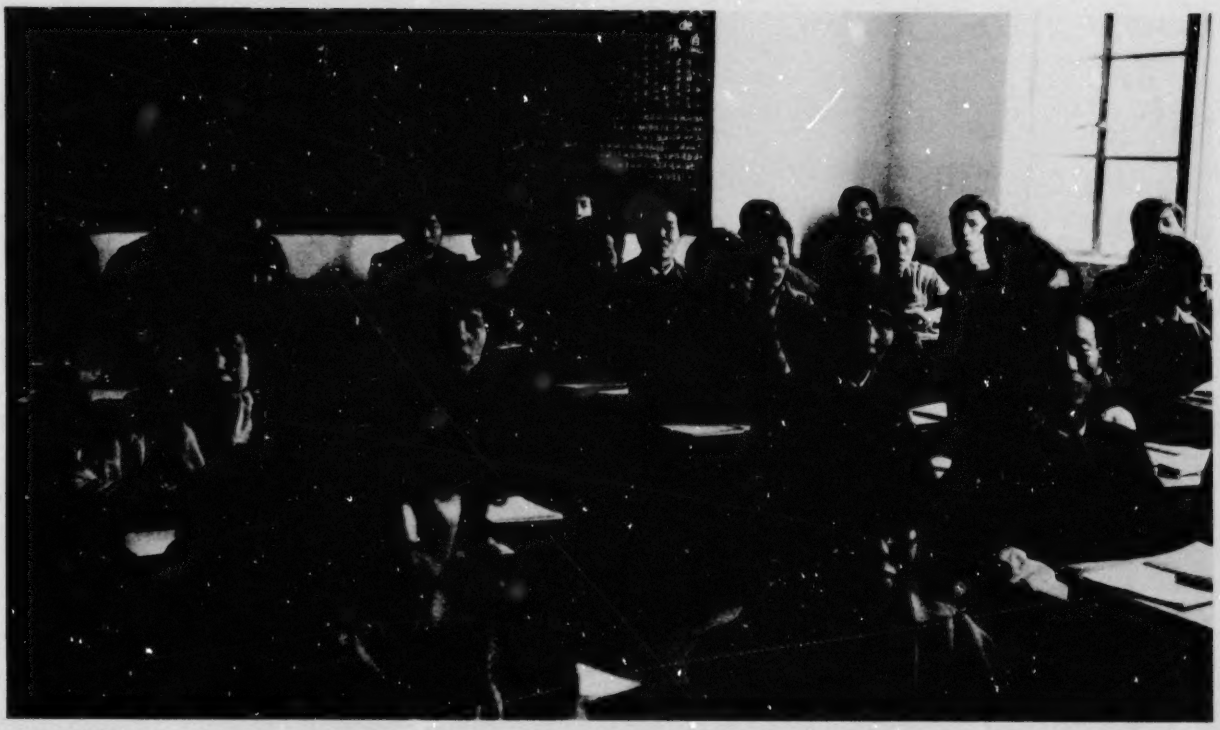
Steve Boruchowitz, the OICD member of the American team, takes pictures of the wife of a brigade leader and her child near Shanghai.

Education starts early on a Chinese Commune, including the small children in this nursery school who will soon grow into the ages of the Young Pioneers, and eventually through the other two main programs for young people in today's People's Republic of China.

Three youngsters pose for the American team members' cameras...they are members of the Young Pioneers, an organization of Chinese youth ages 7-to-14.

A primary school English class visited by the American team in a commune near Shanghai known as the Meilong People's Commune.

A choral group at the Children's Palace in Shanghai sings in English to the visiting American team.



In a formal education setting, training is done (as observed by the visiting American team) of Chinese "barefoot doctors" who are well-trained paramedics.

Crowds seemed to gather when the American team came by, in this case near Canton, indicating the public interest in why they were there. The day before this picture was taken, the team had traveled by boat to a commune where they were the first American visitors.

CHAPTER 1 - DESCRIPTION OF RURAL YOUTH

This Chapter provides a sketch of the Chinese rural youth in terms of their age groups, and their common characteristics. The following chapter focuses on the structure and organization of rural youth programs. In describing the nature of rural youth, some of the structure of the programs will be discussed in this chapter as well.

Age Groups

The terms "rural youth" and "youth" have different meanings in China from in the U.S., primarily because of the education gap created by the Cultural Revolution (1966-1976). Even a person 27 or 28 years old is considered a "youth."[2]

Membership in the CYL is allowed from age 14 until age 25. Until recently, problems occured when members were exempted from the age limit, apparently for political stability. There are membership criteria, and only about 25 percent of youth ages 14-25 belong to the CYL.

The other major age group is the 7-to-14-year-olds. This group represents the membership age for the Young Pioneers. Unlike the CYL, there are no membership requirements for the Pioneers. Nearly all of the children in this age group are members.

Common Characteristics

"Neither films nor operas can compete with lectures on farming technique in attracting rural youth today." So asserts the Beijing Review, in an article describing the agronomic science and technological activities of some rural youth. Yet that statement does not really tell enough; it doesn't say why youth are so enthusiastic about "agronomic science and technology" (agro-S&T).

In large part, this enthusiasm is generated by a desire to participate in and contribute to the "socialist construction" and "Four Modernizations" of China.[3] Despite the absence of Mao Zedong or some other idolized political leader, the propaganda mechanism is in place and operating. The youth are told it **is they who are responsible** for shaping the future of the country. **They must show** the older peasants that new techniques and seeds are really better than their traditional methods. The rural youth seem to take their responsibilities seriously. The All-China Youth Federation (ACYF) describes the current generation of Chinese youth this way:

> "This generation of Chinese youth have gone through ten years of turmoil (Cultural Revolution, 1966-76.) ....They were educated in experience both positive and negative. So they are thoughtful of things, brave in reforms, anxious for knowledge and for the realization of the four modernizations, and have a fairly high consciousness."

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[2] A person working in a commune-run factory is defined as "rural".

[3] The term "socialist construction" is used by the Chinese to describe overall economic, agricultural, and societal development.

These characteristics were indeed observed by the team.

However, it takes more than "high consciousness" to create motivation. The current government of Deng Xiaoping has realized this, and has instituted a series of economic and administrative reforms designed to financially reward creativity and hard work. The so-called "Economic Responsibility System" provides the ultimate motivation--money--for young people to pursue excellence in agro-S&T. Superior performance that produces increased yield of a crop can mean increased earnings for the production team as a group and its individual members.[4] After-hours work also is encouraged and rewarded. But one does not have the regular assignments finished, allowing for free time for work on a "private plot," nor does one exceed production goals for a brigade by using out-dated techniques and genetically inferior seed or breeds of animals. Hence, the rural youth are motivated to learn agro-S&T and to apply it to their daily routine.

There are other incentives. Peer and government recognition, often in the form of colorful certificates and banners, are a source of pride for many rural youth. In a country of 800 million peasants, it is nice to be singled out for an accomplishment or contribution to the whole. The bestowing of titles (e.g.,"model worker") also allows for additional motivation to learn and apply agricultural S&T.

While the government and Party officially oppose special favors or privileges for Party or State officials, or any other group, there does exist some special consideration--officially supported and openly discussed. For example, CYL members will get to go on day-long excursions to a park, away from the job for a day. There are also some unofficial, less openly-discussed advantages of excelling as a youth. CYL members apparently would be picked over non-members for university entrance, if the qualifications of the persons involved were otherwise the same.

Yet another source of motivation for rural youth is mobility--the ability to move off the commune, if one so desires. University training can help one get a job in the government bureaucracy, or a position of leadership (and more pay and status) on a commune. Presently, only about one percent of the population attends college, but this is increasing. This situation motivates rural youth to study agricultural S&T--often in "free time."

Besides universities, the CYL and the Party apparatus are good alternatives for achieving mobility.[5] Young people, for example, who worked their way through the CYL were freed of daily manual labor. This, it should be noted, does not detract from the recognition of their contribution to the "Four Modernizations."

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[4] In fact, current policy officially sanctions "getting rich through hard work."

[5] Nearly all the government officials encountered by the team had been CYL members at one time.

The family structure and value system are an important part of Chinese life and, therefore, are an important characteristic of modern Chinese rural youth. The traditional, extended family in China still exists. Respect for, and learning from, elders continues to be a treasured idea. It is still common for a young couple to share their house with parents and in-laws.

The whole aspect of traditional family values was obvious in the rural youth encountered. In fact, some of these values seemed to be transferred to the young person's production team. For example, a young production team leader, when asked what his goal in life was, cited his desire to make things better (materially) for the production team as a whole, and for his family. One sensed that this young man's strong feelings for his personal family and his production team were often inseparable.

What effect the new generation of "only children"[6] will have on these intangible factors is unclear. Many of the rural leaders had siblings close by. For example, a very successful young pig breeder, who earned $5,000 in the first year of his "private business," was assisted in a significant way by his two brothers. (The average income is about $220 per year.) Another very successful private operation--a silkworm production--was a "family affair," including the brother and sister. It is interesting to speculate how an only child, in a heretofore family-oriented society, will find motivation and support.

Rural Youth Activities

There are five main sources of activity for Chinese rural youth: the family, the Young Pioneers, the CYL, the school, and the private plot.

Family activities can involve watching an evening television program together (one-half of Chinese households have a TV set), playing games, etc. A typical commune family's day provides several bonus hours of "free time" in the evenings.

Young Pioneer (YP) activities are mostly recreational and cultural. They take place in schools on communes or in urban centers at "Children's Palaces," where equipment, toys, and musical instruments are actually housed. (Private ownership is generally too costly.) Rural youth sometimes belong to "cultural production teams"--workers who spend half, or occassionally all, of their time providing musical shows and other entertainment to the rest of the commune.

[6]Government policy severely discourages couples having more than one child.

CYL activities are recreational, but are more political, educational, and agricultural S&T-oriented than YP activities. A typical CYL committee meeting will cover discussions of the latest party doctrines, a piece of information on a new farming method, and perhaps planning a one-day excursion.

School activities include regular primary and middle school classes, plus evening and agro-technical middle schools. The latter two are generally attended by those in their late twenties and early thirties who seek to develop their abilities or prepare for university entrance exams.

Private plots, allocated within a commune on an equal basis to each household, can be an outlet for young enthusiasts for scientific farming. Output from the plots can be sold for "profit," or consumed by the family, reducing expenses for food.[7]

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[7]Among the penalties that apply to young couples who have more than one child is no increase in the size of private plot.

CHAPTER II - ORGANIZATION AND STRUCTURE OF RURAL YOUTH PROGRAMS

There are seven major sources of youth programming in China. Although only two (rural youth S&T groups and rural youth government offices) are explicitly rural, the fact is with 80 percent of China's population defined as "rural," any organization that goes beyond the city limits automatically reaches rural youth. The seven sources are:

(1) The All-China Youth Federation (ACYF)
(2) The Communist Youth League (CYL)
(3) The Young Pioneers (YP)
(4) Science and Technology Associations
(5) Children and Youth "Palaces"
(6) Government offices in charge of rural youth programs
(7) Student Unions

The first four will be discussed in this chapter. The team visited Children and Youth Palaces only in Shanghai, and cannot describe such Palaces as they relate to agricultural S&T. Government offices responsible for rural youth programs will be discussed in another chapter. Student Unions were seen as merely a way for university students to maintain involvement with the Party; no rural youth programs as such were part of Student Union activities. (See ATTACHMENT B for the Constitution of the All-China Students' Federation.)

The All-China Youth Federation (ACYF)

The ACYF has as its members the CYL, the Young Pioneers, the Chinese YMCA and YWCA, and the youth federations of provinces and municipalities. The Federation is primarily a political organization, whose main purpose is to "unite and educate young people....in assiduously studying Marxism-Leninism-Mao Zedong thought ....and in developing the study of modern S&T...."

In practice, the ACYF may be little more than a funding mechanism for member organizations, or a way of providing political leadership, influence, and control over member organizations. The team came across no visible evidence of the existence of the ACYF (outside of its headquarters) or any programs or activities identified as ACYF-sponsored. There is a definite structure and bureaucratic hierarchy to the ACYF; yet its external influence was not readily apparent.[8] (See ATTACHMENT C for the Constitution of the ACYF.)

The Communist Youth League(CYL)

The CYL is the Communist Party's youth organization. It is considered a "mass organization" that supports the State and Party. The CYL plays the

[8]International exchanges and youth activities have taken place. For example, ACYF recently co-sponsored (with an international organization) a rural youth seminar in China. In the realm of the team's visits, however, none of these activites were encountered.

role of guaranteeing that the Party's policies are being carried out properly. There are no formal ties to government offices. However, it is not unusual to find CYL members or alumni in government positions. In provincial bureaus of agriculture, this informal connection is seen as especially important because of the responsibility assigned to young people to help promote agricultural production.

The stated purpose of the CYL is:

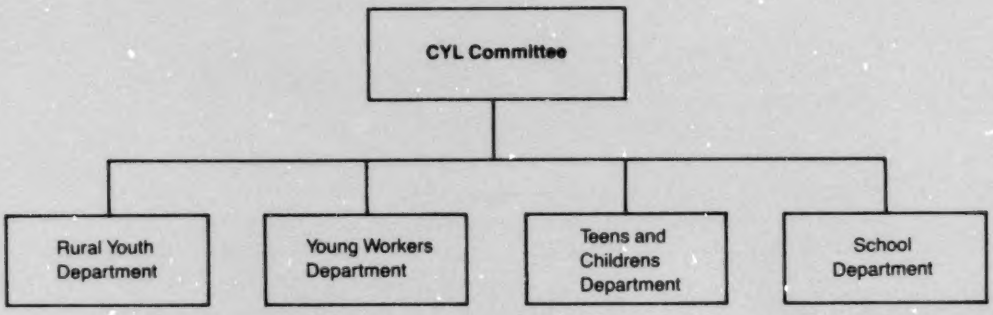
> "To organize young people in grasping the fundamental principles of Marxism-Leninism-Mao Zedong thought and the knowledge of modern science and culture; guide them to take part in socialist construction and train them into socialist-minded and educated workers; into knowledgeable, well-disciplined, healthy, hard-working, brave, and vigorous successors to the cause of communism who love their motherland and are loyal to the people."

Beyond this formal purpose, the CYL provides a small, yet loyal group of Party faithful, who are used to set examples for other youths. As CYL members grow older and take jobs with the State, they naturally are unlikely to challenge Party/State doctrines.

The typical CYL member is young, intelligent, and physically fit. Their activities take into consideration these characteristics. The study of agricultural S&T and application of that knowledge is an important objective in all the provinces visited. In keeping with the Chinese notion of considering local conditions and adjusting goals and policies to those conditions, CYL activities at various levels and in differing geographic areas will differ slightly. For example, a CYL member in southern Guangdong is likely to get involved in a citrus project, while a member in northern Jilin might get involved in a soybean project.

Obviously, to accomplish its mission, the CYL needs an organizational structure reaching to all levels of society. League "committees" or "branches" are established in communes, factories, schools, shops, etc. There are two million such grass roots units. At the other end, organizationally, the structure is parallel to the Party itself. National CYL Congresses and their Central Committee meet periodically and set basic policy; a Standing Committee handles day-to-day affairs.

A typical CYL organization in a Province would look like this:



At the prefecture (district) level, the committee gives direction to CYL committees in counties. The county and commune brigade and production team levels of the organization will strictly parallel higher levels, although instead of committees, the units will be called "branches" or "groups."

CYL rural youth activities observed by the team ranged from science and technology competitions, to the "Learn from Lei Fang" model worker campaign, to day-long social outings. For example, in Si Qian commune, Xinhue County, Guangdong Province, the CYL in 1981 sponsored 17 competitions for single high-yielding crops, in which 221 young people participated. Approximately 1,000 youth competed in over 30 competitions in 1982. These competitors are roughly analagous to 4-H members at county or state fair events where prizes are given for "best" and "largest" for various types of agricultural products.

Young Pioneers(YP)

The main tasks of the Young Pioneers organization are "to adhere to the policy of all-round development for children--moral, intellectual and physical; educate them to love the motherland, the people, labour, science and cherish public property; arrange for them interesting and instructive activities that serve to broaden their horizon; organize them in a wide variety of cultural, recreational, sports and game activities, all with a purpose of moulding their temperament and promoting their healthy development."

Since coming into being in 1953,[9] the YP has, at the direction of the CYL, carried out a wide variety of programs--from a "four-pest" (mosquitoes, flies, rats, bugs) eradication project, to popularizing the "national" language based on the dialect spoken in Beijing. The "Five Stresses/Four Beauties" campaign is the latest major YP activity. Camps, outings, and science education projects are some of the other most active projects.

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[9]A predecessor group was in existence from 1949-1953.

YP membership was recently made universal; that is, a child (7-to-14) would be admitted upon request. In the past, the close relationship between the CYL and YP resulted in an application process that limited YP membership. Perhaps recognizing that the 7-to-14-year-olds are important to the Party in the future, membership was opened up so the Party/CYL message now reaches nearly every 7-to-14-year-old.

Rural area YP members are encouraged to study agricultural S&T. Projects include raising small animals, or caring for small vegetable gardens. It is unclear, however, exactly what effect these relatively mild efforts will have either on the children or on future agricultural production. Nor was it apparent to what extent YP members participate in such projects for educational reasons, rather than as recreational activities.

Science and Technology Associations (S&T)

A recent trend in China has been the establishment of rural youth S&T groups. In response to the call for the "Four Modernizations," various Rural Youth S&T Associations at all levels have been formed. The associations are usually sponsored by a coalition of government and education organizations.

Most notable among these groups is the Beijing Rural Youth S&T Association (BRYSTA), founded by Dr. Shen Chi-yi, Vice-President of Beijing Agricultural University. Its Board of Directors is comprised of "enthusiastic agricultural experts, cadres of S&T management, and representatives of young people with a deep love for agriculture." Members (under age 35) are recruited from similar associations in nearby counties and suburbs. Scientists concerned with training young people can also be members. (See ATTACHMENT D for BRYSTA Regulations.)

BRYSTA's stated tasks include:

(1) To organize agricultural experts coaching young peasants with an aim to elevate the latter's scientific and technical levels;

(2) To encourage and educate young peasants to set one's mind on farm work; to learn agricultural science and technology; to develop scientific experiments, demonstrations, and popularizations;

(3) To organize science-loving young peasants to exchange experiences;

(4) To select and foster outstanding youth peasants for further technical training; and,

(5) To inform the various departments concerned about young peasants' suggestions, and requests.

The BYSTRA uses formal education and combines theory and practice to fulfill its tasks. Experimental plots, technical appraisals of work done, and granting of titles are some of the methods used to bolster S&T education among the 700,000 rural youth in the Beijing area. Similarly, in Xinhue County, the He Tang People's Commune carries out seven major rural youth S&T programs. One of these is a commune association of Science and Technology, founded in 1980 under the leadership of the county S&T association.

In many of this county's communes, nearly 8,000 young people in agriculture participate in "self-study groups" under the Association. Topics include fish, pig, silk, sugarcane, and rice production. Information on local experiences is "exchanged with other associations." However, it was unclear exactly how this was accomplished, especially in view of the lack of mobility even within the same county.

The other major rural youth S&T programs of the He Tang Commune are good examples of programs found in the provinces visited.

Agro-technical Middle Schools: Subjects closely parallel those of "self-study groups"--representing the PRC's main areas of production. Between 1976 and 1982, 346 short-term courses have been given to 42,641 attendees. Teachers come primarily from county agro-S&T centers, universities, or are cadre responsible for S&T. The average age of a student here can be as high as 25. Attendance often substitutes for college experience.

Lectures: The commune's Agricultural Association sends members to brigades and production teams to present lectures. From October 1980 to April 1982, 71 lectures were given to 9,960 participants.

Demonstration Households: If a household is interested in agricultural research, it can take responsibility for sharing experiences with peasants. This serves to demonstrate and "extend" the new technology. The household is provided with fertilizers, seeds, etc., and keeps a record of the research and results.

Popularization of S&T: A commune radio station will broadcast 4-minute talks on a current topic of interest--usually three times a day. Bulletin boards and newspapers are other common forms of media used for this purpose. (Some counties and communes have formed "science popularization groups.")

Rural Youth Libraries: The team visited a few such libraries, all of which were quite impressive. In He Tang, the "librarian" also produced the radio spots on agricultural S&T (noted above). While many of the books were old, both the books and magazines covered a wide range of subject areas and it seemed as though they were well used. A typical case was cited where a young peasant encountered a problem--for example, a disease--and consulted the library of information to solve the problem. (The county agricultural S&T center was the next source, if the library could not help.)

CHAPTER III. CHINA'S EXTENSION PROGRAM AND INTERRELATIONSHIPS

This section of the report will attempt to describe China's concept of extension work, the scope of extension activities, the organizational structure of one phase of the country's extension program--agriculture, the functions of extension staff, and their relationship to the mass organizations. The broad definition of extension work makes it difficult to focus specifically on agricultural extension and rural youth programs; however, this section provides an up-to-date description of extension in China.

Definition of Extension:

Extension is defined in China as the transfer of technology from a variety of technical sources by trained personnel to others who have the need to utilize the information. This technology transfer system takes place at any level in the organizational structure, both vertically and horizontally, and involves a variety of communication methods. Extension equates with education, and is not represented by a unique team within any one ministry, bureau, or organization in government.

Scope of Extension:

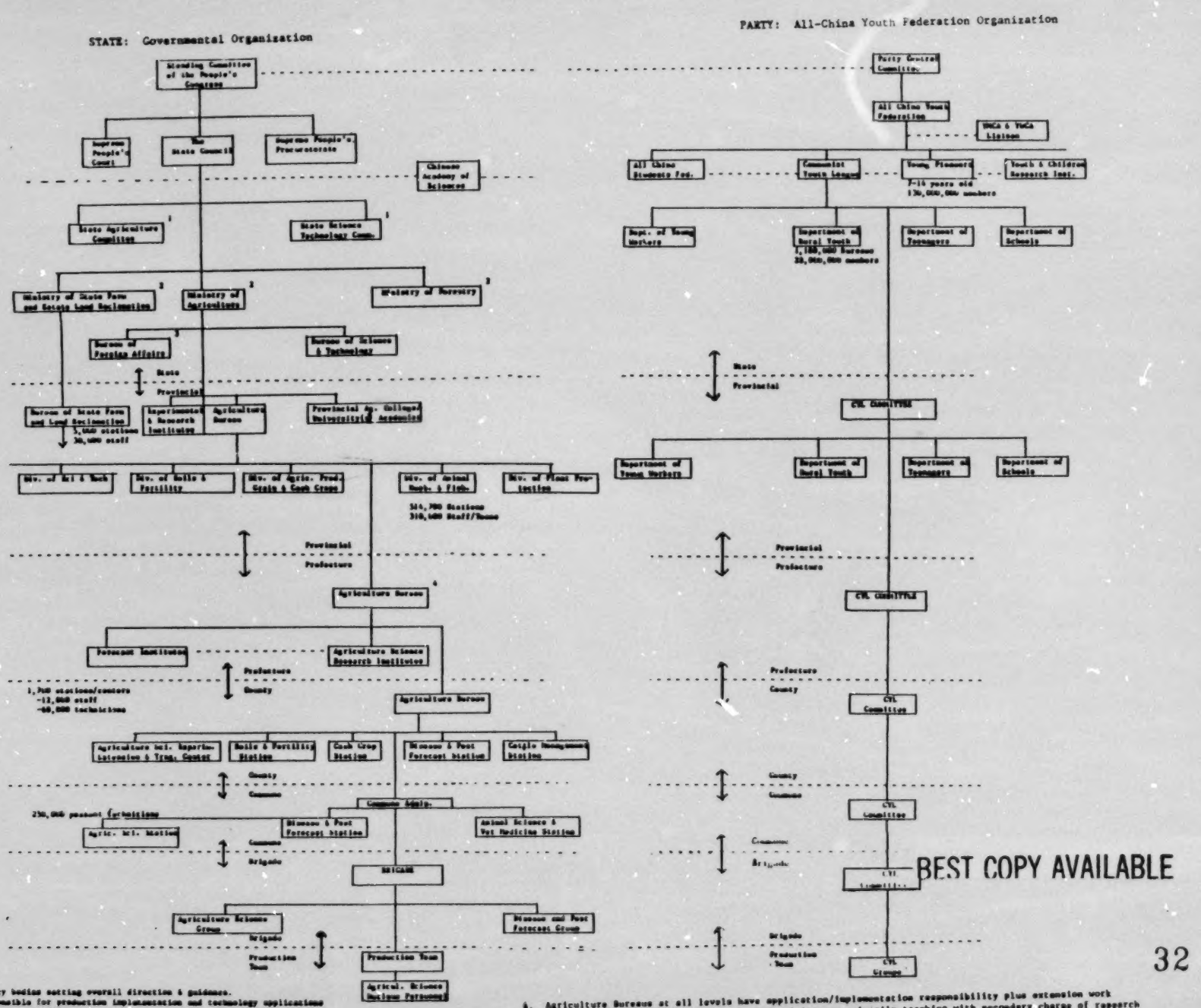
Virtually all ministries, universities, bureaus, and educational institutions at all levels in the government identify an extension component. When any contact between a scientist, expert, experienced worker, or peasant, with another group or person involves a transfer of technology, extension work is considered to have taken place. This includes publications, training courses, demonstration plots, model households, experience exchanges, mass media, newspaper articles and columns, and competitive programs.

Extension's Agriculture and Related Sciences Organization:

The following organizational chart was operational in April 1982, when plans were carried out to disband the State Agricultural Commission and transfer its functions primarily to the Ministry of Agriculture, Animal Husbandry, and Fishery (MAAF). Since recommendations for future relationships will focus on specific components of the extension structure, it is important to describe the various elements and functions of the agricultural extension system.

National policies, organizational structures, goals, and functions are determined by the State Council in concurrence with the Party's Central Committee Most of the agricultural modernization mission is the responsibility of the MAAF, although other ministries, societies, and mass organizations have agricultural goals as part of their overall programs. The Ministries of Forestry, and Education, as well as the Women's Federation, Chinese Academy of Science, and the All-China Youth Federation are examples of other organizations having agriculturally-related goals and missions.

Networking among nationwide organizations is essential for research, extension, and teaching to impart agricultural technology among China's 800 million rural residents. The MAAF and its line organization of Provincial, Prefecture, and County Agricultural Bureaus have a coordination role for both research and extension.



1. Policy bodies setting overall direction & guidance.
2. Responsible for production implementation and technology applications
3. Soon to be created
4. Agriculture Bureaus at all levels have application/implementation responsibility plus extension work
5. Provincial ag academies, colleges & universities are primarily teaching with secondary charge of research

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There is no single "Agricultural Extension Service" comparable to that in the U.S. However, the role of the extension divisions of the agricultural universities; extension education curricula; roles and responsibilities of field extension workers; identification of innovation and the diffusion process from discovery to implementation; and, the planning process between research, extension, and the mass organizations--all form an ad hoc system similar in function, though not in organization, to the Cooperative Extension Service system in the U.S.

The following is a brief description of extension functions at the various levels of the agricultural bureaus and their respective systems. Specific examples will be used to suggest some generalizations.

NATIONAL LEVEL

In the MAAF there is a Deputy Director of the Bureau of Science and Technology. This is a relatively new position, with the responsibility of providing national goals and directions for extension work and providing counsel to provincial agricultural bureaus' plans of work. The role of linking programs with other ministries, universities, and mass organizations is critical to the success of agricultural extension. This person could be considered roughly equivalent to the Administrator of the USDA's Extension Service.

PROVINCIAL LEVEL

The Provincial Agricultural Bureau of Guangdong Province will provide the example of extension at the provincial level. The 57,800,000 people, 107 counties and towns, 1,942 people's communes, 27,067 brigades, 373,482 production teams, and 46,500,000 rural residents provide the backdrop to an extremely massive challenge for an extension organization. The Agricultural Bureau has six divisions: (1) Seeds; (2) Science and Education; (3) Soil and Fertilizer; (4) Agricultural Production (crops); (5) Animal Husbandry; and, (6) Plant Protection. Each division conducts research, provides supplies, develops management techniques, creates publications, and has an extension function. The Science and Education Division coordinates these extension functions. The Agricultural Bureau also networks with CYL Rural Youth Programs, associations of Science and Technology, Women's Federations, and Experimental and Research Centers and agricultural colleges, universities, and academies.

PREFECTURE LEVEL

The Prefecture Agricultural Bureau reports to the Provincial Bureau, and directs the county agricultural bureaus. One of the 10 prefecture bureaus in Guangdong province has an agro-science research institute, plant protection forecast station, and an animal husbandry institute. Extension work is incorporated into the transfer of technology whether it be publications, training, or mass media, etc.

COUNTY LEVEL

Xinhue County, one of 107 counties in Guangdong Province, has 20 People's Communes, with 670,500 rural residents of a total county population of 792,000. The communes have 379 Brigades, and 2,947 Production Teams. The county has 4 Bureaus relating to Agriculture: (1) Agricultural Bureau;

(2) Animal Husbandry Bureau; (3) Cash Crop Bureau; and, (4) Aquatic Products Bureau. There is also an Agro-Science Research Center, with 4 county-wide research centers, 20 commune Agro-Technical Extension Centers, 190 Commune Agro-Science Experiment Stations, and a County Association of Science and Technology, with 17 Agricultural Societies having 1,518 members, and 4 commune Science and Technnology Associations.

Extension work is coordinated among 6 different organizations by the County Agricultural Bureau. The Bureau has 24 stations, with 65 full-time staff. The Agro-Science Research Centers assist with new technologies, educational materials, management techniques, and teaching. The Communist Youth League, Women's Federation, and Association of Science and Technology provide the organizing function.

COMMUNE LEVEL

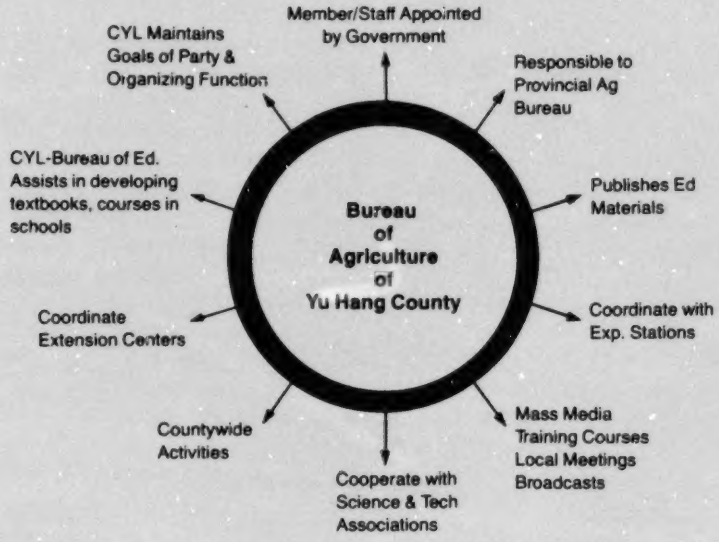
The He Tang People's Commune, Xinhue County, is located in the Pearl River Delta, with 3,255 of its 36,846 people involved in Agriculture, including sugar cane and rice production, mulberry trees for silkworms, and fish ponds. Agricultural technology is provided through seven interrelated methods: (1) agro-technical school, with an agricultural machinery school and agro-technical middle school, having 42,641 participants in 346 short-term courses in the past 5 years; (2) Association of Science and Technology (established in 1980), with 10 organized groups; (3) lectures on scientific farming, with 9,960 attending 72 lectures since 1976; (4) demonstration of agro-science research involving 80 households; (5) mass media, including popularization, radio broadcasts, public displays, musical shows, and films; (6) an evening school, with 100 attending 9 classes a year; and, (7) a rural youth library. All of these educational programs provide extension-type functions as they provide opportunities for agricultural technology transfer.

BRIGADE LEVEL

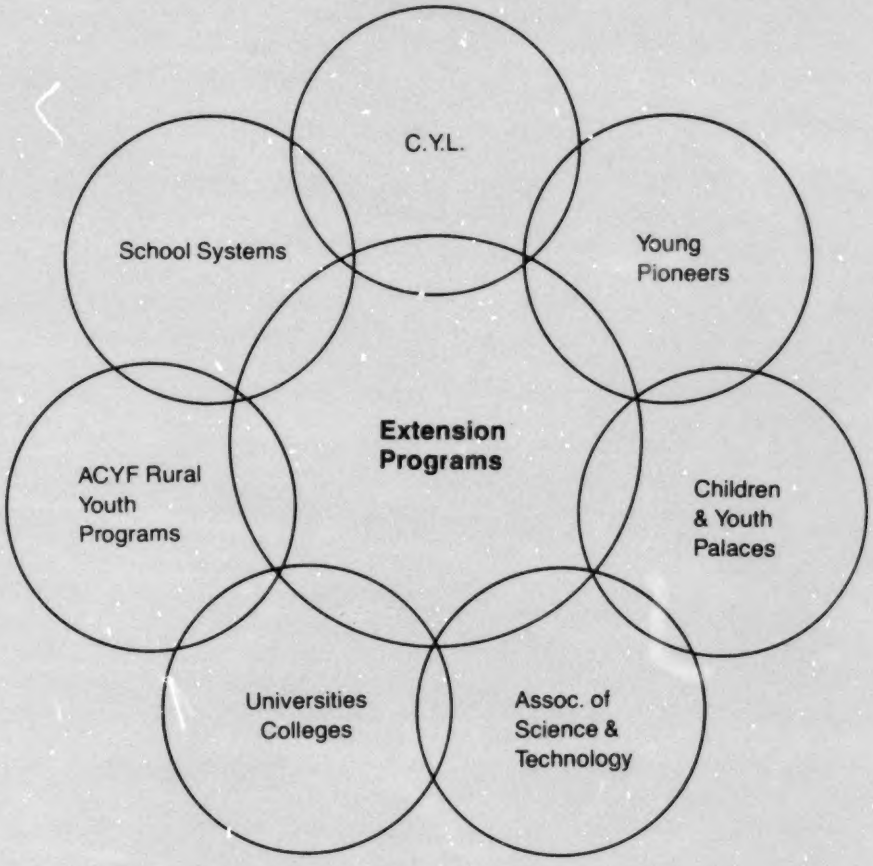
The San Ya Brigade within the He Tang Commune has an ago-science research group with sugar cane experiments; demonstration housesholds with peanuts and sugar cane experimental plots; a rural youth library, with 1,900 publications; and, an agro-technical middle school. Representatives of the Brigade attend many of the events planned by the commune for improving their agricultural practices, and also participate in the Women's Federation, Young Pioneers, Communist Youth League, and Science and Technology Associations. Any technology transfer among these components is considered extension work. Production teams also have agro-science groups that provide leadership and training to their own and other similar production teams, including demonstration plots, training sessions, and recruitment for brigade and commune training.

These brief descriptions of extension work in China illustrates the complexity of defining the specific role of agricultural extension. All organizations support extension as a concept and all claim to perform an extension function. Coordinating the extension systems is a major task of the Ministry of Agriculture, Animal Husbandry, and Fishery, as well as providing the linkages with other ministries and the mass organizations. Extension has been a concept in China for 30 years, but has only witnessed a significant expansion in practice since 1974. The interrelationships between research and extension will continue to evolve as both systems become more developed.

The following illustration of the YuHang County Bureau of Agriculture in Zhejing Province will present the relationship to extension-type functions:



Extension's Relationship to other Youth-Serving Agencies:



Provincial Agricultural Universities

There have been several university exchange programs in agriculture between the United States and China. Cornell University and other land grant universities in Minnesota, Wisconsin, Michigan, Illinois, California, Pennsylvania, Iowa, and Washington are some of the U.S. universities having institution-to-institution relationships with Chinese counterparts. The suppression of Chinese universities during the "Cultural Revolution" has created a challenge to rebuild the prestige they once held.

Beijing Agricultural University is one of seven major "key" provincial agricultural universities, and claims to have a teaching, research, and extension focus. The FAO and the World Bank are assisting the strengthening of research and education that is essential for an effective extension function. University professors provide some training courses, local consultations, educational materials, and form agricultural units in communes for research and extension. The research and extension functions are still in developmental stages.

China Association for Science and Technology (CAST)

CAST is an amalgamated organization of "mass organizations" of workers in science and technology under the leadership of the Communist Party of China. CAST has the objective of promoting the development, growth, popularizaton, and extension of science and technology. Tasks include supporting academic exchanges and publications; providing young people with education in science and technology; and, popularizing science technology. There are local associations at all governmental levels, funded by the State, plus donations and dues. The universities, MAAF, and their respective Agricultural Bureaus, All-China Youth Federation, and Women's Federation participate with the various societies within CAST as members or cooperators. These tasks have extension functions, with technology transfer as the central theme. (See ATTACHMENT E for the Constitution of CAST.)

A unique outgrowth of this association is the recent establishment of the Beijing Rural Youth Science and Technology Association (BRYSTA). The aim is to unite and educate young peasants in the Beijing area in the realization of agricutural modernization. (See prior information about BRYSTA in Chapter II.) The Board of Directors guiding BRYSTA is comprised of both staff members and young peasants. This association is similar to an extension-organized group with volunteer leaders and volunteer youth participation to experiment and share experiences. They have a close working relationship to extension centers.

School Systems

The Ministry of Education is responsible for the formal education of China's one billion people.[10] Since this exchange team focused on youth, it was natural that the team be heavily exposed to the educational system in the Peoples' Republic of China. To aid in fully understanding the scope of the educational system in the PRC, statistics may be helpful.

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[10]Except, of course, agricultural universities that are under the MAAF.

In 1980, China had 950,000 primary schools, with an enrollment of 146 million, and 55 million in 150,000 middle schools. At a lower level, the Double Bridge Commune in the suburbs of Beijing had 50,000 residents with 15,000 students in 16 primary schools and 6 middle schools. Some of the students, however, come from surrounding communes. This commune illustrates the importance of formal schooling for China's youth. Many communes also have pre-school classes for youngsters under 6-1/2 years of age. Junior middle school takes 2 years, and is for youngsters from 12-1/2-to-14 years of age. Senior middle school takes 2 years, and is for 14-to-15-year-olds. Agro-sciences are taught in schools, with one class a week required in middle school.

Another example of primary/middle school enrollments is the Liang Zhu Commune in Yu Hangzohu, Zhejiang Province, where there are 16 primary schools with 4,000 pupils, and 1 middle school with 200 pupils. Most communes, counties, and state farms require pupils to finish primary school, and in addition offer evening schools and schools of agro-science and technology for training sessions, both short- and long-term.

All-China Youth Federation (ACYF)

As Chapter II presented a detailed description of the mass ACYF, this section will focus on the interrelationships of agricultural technology and extension programming. With the average age being 26 in China, and 65 percent (630 million) under the age of 32, and 38 percent (380 million) from 7-25 years of age, the All-China Youth Federation is the most important youth organization in China.

The influence of the Party's ACYF youth organization is demonstrated by several facts. First, all youth 7-14 may apply for membership in Young Pioneers (since there are no eligibility requirements, 90+ percent do become members of Young Pioneers). Most government officials and community leaders are or were Communist Youth League members. The federation also has a youth research institute, and the spiritual and social education process is a major responsibility.

The Rural Youth Programs (RYP) Division of CYL focuses upon the 1,190,000 CYL branches, and their 72 percent rural membership, to enhance the love for the countryside, speed up production in rural areas, spark collective production, and provide socialist education in an attempt to fulfill the goals of the "New Long March" campaign. This division also: provides opportunities for youth to study science and spread new techniques on production; organizes agro-technical schools and short-term training courses, organizes scientific farming associations; and, provides self-study materials. The RYP Division also wages competitions in several agricultural production-related areas, such as for team leaders, tractor drivers, farm machinery operators, accountants, and those in grain and cotton production. This is another youth focus with which extension occasionally networks to enhance the goals of the modernization program.

The All-China Youth Federation and its CYL program provide all agricultural organizations and systems with a vehicle to enhance extension work in China. The "Greening Campaign," involving 125 million, is an example of the Rural Youth Program's agricultural leadership as over 1.6 billion trees were planted in 1981--with 3.9 billion as the goal for the year 2000. A local example of CYL management skills was in Zhejiang Province, where 870,000 youth in seven counties planted 6.96 million trees in March 1982. CYL committees were formed at the county, brigade, and production team levels, with the assistance of county forestry bureaus, agro-science research stations, county extension stations, mass media, and agricultural bureaus. The organization, technical knowledge transfer, training courses, demonstrations, and educational materials are all examples of extension programming for youth.

The CYL campaign of learning and applying science is best described by the following example in Zhejiang Province: 2,960 groups participated in a 7-county competition (e.g., exhibits, judging, records) in cooperation with extension workers at the county level. In 340 people's communes, involving 2,000 brigades, 3,000 short-term training courses were conducted. The Agricultural University, Tea Research Institute, and Agricultural Bureau technicians provided the basic method for the applied science competition.

CHAPTER IV: CHINESE RURAL YOUTH DEVELOPMENT CONCEPTS RELATING TO 4-H

"China is different in its own way--we have more people and less land than the U.S.A.--so we have to work it out. We cannot afford to overlook Science and Technology. We rely on policy--which affects Science and Technology--and the people.

"We want to develop our Agriculture...so we need a lot of youth who are acquainted with agricultural sciences. Our task is, 'How can we feed one-fourth of the world population?' Therefore, in developing our agriculture, we should train our rural youth in science and technology and teach them to do it better. It takes time."

--Dr. Shen Chi-yi
Vice President
Beijing Agricultural University

Based on the two statements above, youth, science and technology, and improved agriculture are extremely important if China is to reach her goals for modernization by the year 2000.

China is eager to learn new methods of transferring science and technology from whatever source (e.g., universities, commune, test plots) to the grass-roots level, so that they can build a strong agriculture base for the present as well as future generations. Their research base and scholarly endeavors are a well-established part of the culture. What China wants to know is how the knowledge can be applied more rapidly and effectively.

Values

The Chinese believe whole-heartedly in: (1) the concept of "Learn by Doing"; (2) the use of research and experimentation to determine the best possible alternative; (3) the idea that they can feed themselves and improve their quality of life; and, (4) young people playing an important role in developing China's ability to enter the 21st Century ready to be self-supporting.

China recognizes the valuable role of youth (7-to-25 years) in the next 15 to 20 years as the vehicle to help China meet her immediate as well as long-time needs and goals. If we were to review a few of the concepts that are the pillars of strength in the 4-H program of the Cooperative Extension Services of the U.S., we would soon discover the similarities of 4-H and most of the youth groups under the umbrella of the All-China Youth Federation. For example, developing inquiring minds, eagerness to learn, and the ability to apply science and technology is a strong part of the youth groups' involving youth in Youth Palaces, Communes, Brigades, and Production Teams, Worker Palaces, and so on. To learn, to share, to be productive--all appear to be important qualities seldom overlooked by the youth involved.

Based on feedback received after presentations by the team, the Chinese seem to view 4-H as an excellent example of how a youth organization becomes the vehicle for successfully getting the research information and technology from the universities and experiment stations to the youth at the local level. Volunteers, commune authorities, and CYL officials, as well as CYL members themselves, did assist in teaching and motivating the learner/workers.

Members of the CYL and science and technology associations at the commune level appear to be extending the scientific knowledge by applying and practicing such knowledge in test plots of rice, barley, and peanuts, as well as in marketing, swine production, and silkworm production, to list just a few. The youth seemed to be motivated to get involved--"be team players"--a contributing partner in the task at hand. The carefully cultivated test plots, orchards, hothouses, as well as special projects, indicated their desire to try "to make the best better"--the motto of 4-H. The CYL's stressing of the "four beauties" (of mind, language, behavior, and environment) illustrates their value of individuals taking the initiative to improve their personal skills and commitment to a higher quality of living.

Philosophies

The similarity of 4-H philosophies to those of the Chinese rural youth organizations is quite evident. 4-H has long advocated: (1) learning practical skills, developing competencies, and acquiring knowledge; (2) strengthening abilities to make intelligent decisions, solve problems, and manage personal problems; and, (3) acquiring positive attitudes toward self and a feeling of self-worth. All seemed to be, in part, the philosophy by which the young Chinese people worked and enjoyed leisure time. There seemed to be no question but that one was to work hard, continue to improve one's personal knowledge of selected subjects, be a responsible citizen, and work where there was the greatest need for one's skills and talents--even if it meant a move or reassignment to a different commune, or a move from a major city to the countryside.

The commitment to hard work was the case, whether working the soil, caring for livestock, doing delicate piecework at home, working on a commune, state farm, or factory; being part of the brigade/commune; or, as a member of a traveling entertainment group. All seemed to be giving their best.

Recognition and incentives also seemed to be highly regarded by the youth. For example, they would be cited for: group involvement for the betterment of community living; a beautification effort made at the brigade/commune or county level; or perhaps for a campaign to promote caring for senior citizens. Groups were recognized more often than a selected few individuals; groups of young people were often seen on an excursion or outing.

If individuals were doing excellent work in the care of livestock or orange production, embroidery or needlework, silkworm and silk production, they were encouraged to produce even more. For their efforts, there might be a financial bonus to recognize and encourage continued increased production, and to be used as an example for other youth to follow.

Other similarities to 4-H philosophies were found in the aim to help youth develop socially acceptable behavior, personal standards and values for living; and ability to perform as productive, contributing citizens. These purposes of 4-H fit very closely with the "five stresses" campaign--moral conduct, encouraging good deeds, courtesy, public health, and public order. All stressed the importance of being aware of the needs of others.

Increase of Leadership Capabilities

One can easily see that there is a tremendous potential for leadership development within the youth organizations. There are 1,190,000 CYL branches in China, all involving youth in leadership roles. In many areas of rural China, youth make up a large portion of those working on communes as young farmers and in the sideline industries. The leaders of the countless production teams in the counties and of the 500,000 brigades are all looking for the creative leadership and the enthusiasm to help each level meet its goals and quotas, as well as country goals of "The Four Modernizations." There is a campaign designed to bring all individuals into full play. The CYL members are seen as the motivators, the doers, and the future leaders of China's young republic.

When young people were asked what they hoped to do for work or to be in the future, the most common (almost constant) response was, "It is not for me to say. I'll go where I am needed." An example of this is the Xing Hua State Farm with 12,000 youth workers, 75 percent of whom come from Shanghai proper. State Farm officials said that all leadership roles in the CYL are elected by league members.

Leisure education and physical well-being seem to go hand-in-hand. Countless examples of children and young adults were observed actively engaged during their free time (usually in the evening) making good use of their time. Photography, visual arts, and performing arts (music and theater) were being studied with much enthusiasm. The Workers' Palace and the Children's Palace in Shanghai were filled to capacity. Some of the instructors had given freely of their time and talents for years. In the Worker Palace there was even a travel bureau assisting young couples in making honeymoon travel plans.

The communes had their own performing groups (mostly musical), but all professionally done and certain to be crowd-pleasers. Going from area to area providing entertainment at the brigade and production team levels, the young peasants or factory workers were given official time off for rehearsal and preparation.

Leisure time was also an important time for improving one's academic interests. It might be agricultural production, health and medicine, or learning another language. In most cases it was self-study in the libraries or reading rooms located on some communes. There always seemed to be hundreds who were working hard to improve their knowledge and technical skills. Especially impressive is the training of the "Barefoot Doctors," and other trained groups in health care services. Physical fitness is another of the aspects emphasized. Chinese rural youth leaders recognize that physically fit youth are alert, progressive future leaders and doers.

Career Directions

There is a strong communal influence on the career direction of youth, but some individual choice is still possible. The exposure to Science and Technology in primary and middle schools is limited, relative to other subjects, but does exist. Involvement in activities beyond the geographic sphere of the community is difficult. Local rural libraries are still in the developmental stages and written agricultural publications are very academic, and are in limited supply. The challenge to provide encouragement for career selection and advanced training is supported by the CYL, commune leadership, experiment and extension workers, other mass organizations, and provincial and prefectural colleges and universities. The "Four Modernizations" and "Five Stresses/Four Beauties" campaigns provide the framework for career guidance and education for the "New Long March" to succeed.

There is great evidence of community pride and willingness to contribute to the well-being of others. The economic responsibility system provides an opportunity to increase productivity through enthusiasm and service to others. Developing a new rice seed, improving swine productivity, creating better silkworms, cultural practices, etc., all revolve around helping others as well as individual recognition. An example of this activity was the involvement of 2,000 youth in the Mailong People's Commune who built 60 nurseries and warehouses. "Community service" and "helping others" relate to the definition of citizenship and the "Heart H" in 4-H.

Great enthusiasm for involvement in demonstration plots, exhibits, public presentations, and other action programs is also apparent. The CYL is providing opportunities for youth to compete in a campaign of learning and applying science. The youth of Dangzhou Peoples's Commune in Fuyand County developed fast-growing, high-yielding, disease-resistant, money-saving techniques for the Zhejiang Agricultural University Tea Research Institute. Action programs are important to rural youth in China and similar to the 4-H creed of "training my hands for the ability it will give me to be helpful, useful, and skillful."

Families

One cannot talk of the strengths and importance of youth without mentioning the supporting role of the biological family. When asked how many generations of a family lived on a single commune, the answer frequently given was that three or four generations were located there. On the parents' days off, or in visits to parks, gardens, etc., young couples were enjoying their children and the happiness of just being together.

When the occasion arose that the team was to be entertained, both youth and their parents frequently performed, while other family members seemed to be present to enjoy the performance. This was noticed especially on Xing Hua State Farm in Sang Han Jan county. It was said that at the brigade level, the families often go together to view films or to enjoy a talent show performance by the youth.

There seemed to be a commitment--a duty--on behalf of the grandparents, parents, and older brothers and sisters to help the young family members learn and become productive citizens. Grandparents were often seen accompanying and caring for the smaller children while their parents were busy working. There appeared to be an unwritten law that those adults having the scientific knowledge of and/or the expertise in agricultural production have an obligation to share the wealth of knowledge with the young peasants and workers in the fields. Older adults were often the research scientists, experiment station persons, and knowledge base for the production team leaders. They were the researchers, the practitioners, the bearers of information as to how the job could be done. In many cases, they were "extension agents," as they voluntarily shared their skills with those with lesser knowledge and experience. Often, a son or daughter learned so well from the father's or mother's subject matter knowledge that he/she became involved in and enjoyed the same type of work.

In one case, on the island commune of He Tang, an older brother was the technology provider and influence behind a CYL member's innovative home enterprise of raising breeding stock swine and selling the young sows to help others improve their current swine operation or to get started. The younger brother was successfully carrying out the balanced feed ration, housing conditions, and tender loving care that makes their operation very successful and an example for others to follow.

CHAPTER V: ORGANIZATIONAL STRUCTURES AND MANAGEMENT TECHNIQUES

Structures

"An administratively separate extension organization does not appear to exist in the People's Republic of China. The extension function, however, is performed and appears to be designed and carried out with emphasis on the end result, production."[11]

This statement was made by Dr. J. Orville Young, Director of Cooperative Extension Service, Washington, on a visit to the People's Republic of China in 1980. In 1982, this statement by and large appears to still be true. As the various organizational structures and management techniques used for agricultural production were investigated, it became very evident that an extension-type program was both important to the Chinese and well-established in their minds, if not in practice.

The organizational chart on page 10-A, illustrates the direct line and staff relationships between the Standing Committee of the National People's Republic of China and the Party Central Committee.[12] The chart shows that the MAAF has far-reaching responsibilities not only within the bureaucratic structure of the central government in Beijing, but also throughout the provincial, prefecture, county, commune, brigade, and university production team structure within the People's Republic of China. The MAAF will spend its greatest amount of material and human resources on the modernizations relating to agriculture and science and technology. From a policy standpoint, the MAAF has great control over many aspects of rural and agricultural life in China.

Management Techniques

Within the confines of the modernization of agriculture, the MAAF has made great strides in disseminating information and implementing new practices and techniques relating to the production of agricultural commodities throughout the entire nation. This agricultural outreach, which they call "Extension," resembles in many ways the approach that was used in the early days of the 4-H program. Youth are encouraged, through one of the several organized youth programs discussed throughout this report, to apply new techniques and hybrid varieties that are frequently not considered by their elder colleagues on the communes.

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[11] Sledge, Huston, Young, Hess: A Report of the U.S. Agricultural Education team in the People's Republic of China, July 11-29, 1980.

[12] This chart developed per input from Huang Yong Ning, Deputy Division Chief, Foreign Affairs Bureau, Ministry of Agriculture, Animal Husbandry,

The materials to be disseminated by their extension system are developed and tested at one of seven key agricultural universities. These universities were re-established following the "Cultural Revolution" and have as their central mission the improvement of both agricultural practices and the research and technology that will further enhance farming techniques. However, the scope of involvement in agrarian life, organizational structures among and between ministries of government, levels of organization, political and technical goals and objectives, and immediate desires to improve the quality of life in China create strains and stresses on developing a sound framework and foundation for a successful extension youth program.

Previous review teams have described the agriculture training system in China. "The Agricultural Training System" (FAO/UNDP, Rome, 1980) stated that "Foreign observers in general are dubious as to whether the merger of research and extension has the potential to develop and diffuse new technologies. Scientists waste their time and skill in doing extension work, which had best be left to specialized extension workers who could develop relevant communication and demonstration methods."

The following problems have been observed:[13]

(1) Lower level experiments demonstrate simple testing of new methods locally, and are not controlled and replicated for more precise estimates of significance of new technology.

(2) General weakness in research methodology as there is no systematic exchange of scientific knowledge with the outside.

(3) Merging or combining research and extension work has hurt both systems, although a close dynamic relationship is critical.

Such reports have identified the need for a strong research, extension, and teaching component to strengthen the agricultural modernization goal in China. Attempts have been made to strengthen each speciality, and also provide the interrelationships essential for technology transfer to take place in an effective and efficient way.

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[13] Starvis, Benedict, "Agricultural Research and Extension Services, in China", World Development, Vol. 6, No.5, May 1978

CHAPTER VI. OBSERVATIONS FROM TEAM VISIT

This exchange team was aware of prior visiting teams' reports while observing the role of rural youth programs for technology transfer within an extension system. This chapter of the report will relate program development and management observations in an attempt to create better understanding of this phase of agricultural development in China.

The following issues relating to the management and organization of extension rural youth programs were observed:

1. There is recognition by the Chinese that their outreach system could be made stronger.

2. Linkages between agricultural research and extension, particularly at the university level could be made more effective.

3. An integrated approach to research, extension and teaching--always keeping the "total family and youth" in mind and giving greater technical support to the field personnel--is a stated objective of extension personnel at all levels.

4. The desirability of organizing one agricultural extension service which has specific responsibilities to provide technology transfer of scientific and technical subject matter to rural youth was discussed and seems to appeal to the Chinese authorities concerned.

5. The Chinese acknowledge that there is a shortage, at all levels, of trained personnel with an extension rural youth background and are beginning to take steps to train adequate numbers.

6. There is a concentration at most agricultural universities upon formal degree training in scientific fields with less focus on applied extension teaching.

7. The national government can be looked to for leadership in planning, coordination and review of the research-extension system in order to strengthen linkages for cooperation.

8. Many local programs are designed to provide opportunities for experienced and older generations to exchange technology with rural youth, with more such programs under consideration.

9. Extension curriculum development for rural youth was not a part of staff development and training programs observed at either the university or field levels.

10. Plans for informal educational programs utilizing extension educational methods have not yet been developed.

11. The kind of sustained inservice training, including new techniques and methods in working with youth, used effectively by the U.S. Extension Service was not observed.

12. There seems to be room for extension youth workers to provide additional agricultural programs in the formal elementary and secondary school systems for more than the current average of one hour per week.

13. Availability of extension educational materials for field workers and youth varies greatly from location to location.

14. In the U.S., local Extension Advisory Councils provide a mechanism to help express needs of families and youth and also disseminate agricultural information to advance agricultural practices. No such mechanism was observed in the P.R.C.

15. The team felt that the extension youth effort could get its greatest returns by concentrating on the problems identified by production teams, brigades, and communes, and local youth-related oganizations.

16. Youth development is generally not currently included in university curriculum. Leaders have discussed incorporating it at a future date.

17. There have been initial successes in providing training to extension field workers in planning and evaluation. More such program development training is needed and planned.

18. Based upon observed practices already in place, it appears that extension field workers familiar with the people and agriculture of their assigned sector and careful selection policies offer the best opportunities for increasing the effectiveness of extension work.

19. Recognition and reward systems for extension youth programs, including leadership, community service, and project accomplishments, were observed in some places and appear to be an effective means of motivating youth.

These observations cannot only help understand extension work in China, especially as it compares to the more familiar U.S. sytem, but they lay the foundation for suggesting areas of bi-lateral cooperation. Detailed suggestions of educational and exchange opportunities appear in Chapter VIII.

This team observed the following strengths related to present extension youth programming:

(a) Planning
(1) Careful selection of products to grow
(2) Well-designed distribution plan
(3) Efficient sideline industries
(4) Extension specialists related to specific crops
(5) Indigenous leader involvement

(b) Staffing
(1) Selection of staff for specific job
(2) Political selection; leadership qualities
(3) Promotion locally by performance
(4) Recognition by title, position
(5) Staff located locally

(c) Organization
(1) Interrelationship of mass organizations
(2) CYL integrated throughout
(3) Clear understanding of chain of command--more from top down than upward
(4) Once-a-week agricultural science class in elementary school
(5) Some linkages between agricultural research institutions and extension workers

(d) Training
(1) Initiating local library system
(2) Some agicultural publications for lower level readers
(3) Initiated training programs
(4) Several qualified trainers available
(5) Growing student enrollment in universities
(6) Limited extension education and administrative courses available

(e) Budgeting
(1) Excellent budgeting process at commune level--dispersement of profit, excellent records
(2) CYL monetary recognition for achievement
(3) Party monetary recognition
(4) Selection for training--personal development
(5) Housing upgraded
(6) Travel beyond commune
(7) Maintain interest in farming

In reviewing the staging for rural youth programs, the team noted that a far-reaching and very influential organization within the central political fabric of the People's Republic of China is the All-China Youth Federation. As is indicated on the organizational chart, this is a federation of several major youth-serving agencies.

The team had the clear impression from discussions with officials that the All-China Youth Federation was a source for much of the commune leadership that exists today. It is also the youth organization on which the central administrative leaders within the state government of China places the hopes and dreams of the future of this most populous nation. The ACYF includes more than 230 million youth involved in the five member groups! The impact of programs that are accepted on a centralized basis is far-reaching within the structure of the government systems.

CHAPTER VII EXCHANGE/EDUCATIONAL OPPORTUNITIES

Introduction:

The Ministry of Agriculture, Animal Husbandry, and Fisheries; Beijing Agricultural University; and All-China Youth Federation are to be commended for their interest and support in strengthening agricultural extension programs for rural youth. This interest certainly is a credit to some long-term interrelationships among universities, organizations, and government agencies in both countries. Recent OICD scientific and technical teams have either had extension staff and/or visited with extension professionals. The extension concept has been alive in China for many decades with the recent thrust since 1974 indicating a renewed realization of its importance.

The combination of the country's Four Modernizations, the Economic Responsibility System, the scope of rural youth in China (80% of the youth now residing in rural areas), the interest of the All-China Youth Federation's Rural Youth Division for Scientific Exchanges, and the potential agreement between USDA, OICD and the People's Republic of China's Ministry of Agriculture create an environment for greater cooperation between the Cooperative Extension Service and a variety of agricultural-related youth organizations in China.

With the major concerns of language, financing, coordination, flexibility, and meaningful experiences surfacing in any exchange discussion, both countries are challenged to develop memoranda of understanding prior to the active pursuit of extension programs. This chapter of the report will attempt to list the types of exchanges possible between the USA and PRC and the areas of science and technology available through the exchange process.

Types of Exchanges and Opportunities Available:

Type of Exchange	Description
PRC - OICD scientific and technical exchange team	PRC select a team to study the 4-H organization and management of youth programs in the USA (parallel exchange to USA team).
Scholarly exchange - university staff including Cooperative Extension Service specialists	Chinese university staff formally study Extension education at land grant universities and state CES staff study/teach at PRC agricultural universities.
Extension field workers exchange	A group of PRC and USA field workers live and work together in one country, then the other country, as a practical training program (6-12 month experience).

Type of Exchange	Description
Professional rural youth leader (PRYLE)	2-4 month program designed to provide an opportunity to observe and study one another's youth programs, usually group activity.
International 4-H Youth Exchange (IFYE)	Youth (18-25) exchange to live with host families, share agricultural skills, improve language, and contribute to cultural understanding. Length of programs to range from 2-6 months.
International Youth Development Project (YDP)	Persons over 20 years of age with leadership and youth development skills spend 12-18 months in PRC to help extension youth staff strengthen rural youth programs.
Extension travel seminars	Extension staffs (all levels in organization) spend from 2-4 weeks studying rural youth programs in both countries. Designed to meet specific objectives of groups participating.
National administrative and program exchange	National staff study with selected national administrative & program leaders on selected areas of interest, i.e., leadership, program, resource development, evaluation, management, organization, etc.

Areas of management, science, and technology which could be designed by the U.S. 4-H system and related to the exchange programs outlined:

Program management
Organizational structures
Leadership development including teens
Staff development and training
Educational materials - curriculum design
Research, teaching, and extension relationships
National, state, and local interrelationships
Program development including needs assessments
Utilization of advisory committees
Linkages between agricultural-related organizations
Role of USDA and land grant university in youth programs
Career education including life-long learning
Integrated extension program for "total family" living
Staff patterns
Mass media programs (radio, newspaper)
Marketing educational programs
Community development
Agriculture's home economics programs for youth
Rural-urban relationships

These opportunities are presented for discussion only. The study team does not have the jurisdiction of their availability or commitment for the use of Cooperative Extension Service resources. If there is agreement by appropriate agencies representing the USA and PRC, strategies will evolve to put these recommendations into operation.

CHAPTER VIII: RECOMMENDATIONS FOR FUTURE PROGRAMS

The All-China Youth Federation (ACYF) has, by far the largest constituency base and the most direct tie with commune workers, who would be directly affected by changing technology within the agricultural industry in China. The Agricultural Colleges and Universities have the challenge and capacity to influence the research, teaching, and extension ingredients necessary to strengthen the extension program. The Beijing Rural Youth Science and Technology Association, although lacking the reach of the Ministry of Agriculture, and the size of the All-China Youth Federation is, in fact a microcosm of the entire political, administrative and youth structure.

It is with this in mind that our recommendations include proposals for an exchange program.

An Agreement between the ACYF and the National 4-H Council would have the following advantages:

(1) Available and potential private and public resources at the Council's disposal, including expert management and program staff;

(2) The reach of both organizations to each country's rural youth population.

(3) The wide range of mutually beneficial interests; and,

(4) Quick response for immediate exchanges to test challenges for continuous and expanded relationships.

An agreement between a university in the PRC and a university in the USA would have the following advantages:

(1) Available academic personnel including expert management, organization and curriculum specialists

(2) The wide range of expertise and faculties to enhance the training of potential field staff,

(3) The linkages between research, training, and extension would provide a quick response for demonstrating and strengthening extension education.

The third proposal would involve the Beijing Rural Youth Science and Technology Association (BRYSTA) and the Cooperative Extension Service at a land grant university. This would be a pilot project to test the feasibility of undertaking rural youth exchanges at this level, and could be applied to other States and associations in the future. The advantages are:

(1) The pilot effort with the Beijing Rural Youth Science and Technology Association and its member organizations would cut across both the political and the administrative structures of the People's Republic of China; and

(2) This would be the most logical and appropriate starting point through which certain kinds of exchanges could be tested and perfected prior to a more broad-scale exchange program.

Draft memoranda of agreement for these proposals follow in this chapter.

Should the proposed agreements be acceptable in principle to respective parties, necessary policy clearances will be sought to ensure implementation at the earliest mutually-agreed-upon time.

It is anticipated that once the People's Republic of China and the United States have agreed upon a youth exchange program, specific details regarding objectives, management, and agricultural methodologies to be studied would be developed.

(DRAFT)

MEMORANDUM OF AGREEMENT
between

_____

and

NATIONAL 4-H Council

This agreement is entered into between _____, with its principal office located at _____. hereinafter referred to as _____; and the National 4-H Council, with its principal office located at 7100 Connecticut Avenue, Chevy Chase, Maryland, U.S.A., hereinafter referred to as the "Council."

WHEREAS, _____ and the Council desire to enter upon an exchange of Chinese and American rural youth leaders and agricultural/extension professionals; and

WHEREAS, _____ and the Council have previously agreed in principle to the objectives and design of said exchange;

NOW, therefore, in consideration of the mutual understanding of the parties hereto, it is agreed as follows:

Objectives

The objectives of the exchange shall be to:

- provide an opportunity for participants to observe and study the practical and scientific applications of agricultural technology by living and working with rural families, participating in special seminars, and studying in agricultural institutes/universities.

- study youth programming technology and ways in which both countries can strengthen their efforts by learning from each other.

- contribute to cross-cultural understanding and friendship between the people of the People's Republic of China and the United States by acquainting participants with the culture, customs, economy, history, government, and traditions of the two nations.

Selection and Qualification of Participants

_____ will annually select a maximum of _____ Chinese rural youth leaders and _____ technical/Extension professionals to engage in a -month program in the United States. The Chinese youth participants will be between the ages of 20 and 30. They will have conversational ability in the English language.

The Council will annually select a maximum of _____ American rural youth leaders and _____ technical/Extension professionals to engage in a -month program in China. American youth participants will be between 20 and 26 years of age.

At a minimum, all participants will have the equivalent of a university education and must have practical experience in agriculture. The number of participants, arrival dates, and other specific arrangements for Chinese and American groups will be decided at a later date by the and the Council.

Program

Program for the participants will include:

1. One week arrival orientation and training.

2. Two weeks of practical and laboratory study within the system of colleges and universities of the respective countries.

3. Eight weeks of practical experience on farms of the receiving country.

4. One week of special tours in the host country.

Final agreement on the program for each group of participants will be arranged by correspondence between the respective parties.

Finances

The program will operate on the Receiving-Side-Pays basis. The sending side will pay the international travel of its groups to and from the capital of the receiving country. The receiving side will be responsible for all program expenses (including food, lodging, medical, and internal travel expenses). The receiving side will provide a spending allowance for each participant at the rate of $_____ per day or its equivalent in yuan at the official rate of exchange.

Review and Termination of this Agreement

This Agreement will be in effect for five (5) years or until one of the sides decides to terminate it; if this is the case, the sides must inform each other not later than November 1 of the year preceding the actual exchange. Both sides shall set a mutually-satisfactory date to annually review this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the day and year given below:

For _____		For the National 4-H Council
_____	Signature	_____
_____	Typed Name	_____
_____	Title	_____
_____	Date	_____

(DRAFT)

UNIVERSITY AGREEMENT

between

UNIVERSITY OF _____ , UNITED STATES OF AMERICA, and

_____AGRICULTURAL UNIVERSITY, PEOPLE' REPUBLIC OF CHINA

With a view to establishing a close relationship of cooperation the University of _____, State Cooperative Extension Service, and _____ Agricultural University have agreed on the following items:

1. Exchange of Educational Materials. The materials for exchange may include teaching programs, textbooks, syllabi, university academic journals, catalogues, bulletins, and Extension publications.

2. Exchange of Short-term Visits. Short-term visits by top university administrators and faculty will, as a rule, not be longer than three months, and they should be made upon agreement by both parties through consultation. The sending institution will bear the whole expense for traveling between the continents, whereas the hosting institution will assume all other expenses including accommodations, meals, and reasonable medical care. It is recognized that this program need not be balanced, but it is required that the hosting institution have an expressed need and derive tangible benefit from the visit.

3. Exchange of Visiting Scholars. The visiting scholar program is to foster cooperation in scientific research and Extension work. The period involved will generally range from half a year to two years. The sending institution will bear the traveling expenses, and the receiving side is to provide laboratory space and resources for the research activities of the visiting scholar. In some instances, the host institution will provide a stipend to cover the living and medical expenses, especially when the said scholar is engaged in a research project that is supported by specific funding. In other instances, it may be necesasry for the sending institution to bear part or all of the living expenses and health care expenses, depending upon the circumstances.

4. Exchange of Postgraduates. Each institution will admit students for graduate and/or Extension study according to its usual practice and existing regulations. Whenever possible, the host institution will try to render such financial support as scholarships, fellowships, grants or recompense for part-time teaching or research, which might enable the said students to pay up to all of their tuition and living expenses. Again, it is not expected that this exchange will be balanced. The number of such students will be limited by the financial support available and will be restricted to students who are fully qualified with necessary academic and language skills.

5. Aid in the Establishment of New Programs. Aid in the establishment of new departmental programs, new Extension centers, and/or the strengthening of formal and informal courses will be rendered when this is feasible and possible. The aid may be furnished by sponsoring or offering courses, arranging consultation and exchanging administrators, faculty, technicians, and students for the above-mentioned purpose.

6. Other Items of Agreement. This agreement comes into effect on the day of its formal signing, and may be terminated at any time when either party wishes to withdraw frm the relationship after completion of any current obligations. Normally, notification of at least six months would be made of any intention to terminate, unless emergency circumstances dictated otherwise. The nature of the agreement can be changed from time to time as is necessary and mutually agreed upon by both parties. It is recognized that the signing of this agreement does not preclude either party from entering into relationships with other scientific institutions or universities in the interests of one or more of its teaching or research programs. Nor does the signing of this agreement require that their current relationships with ther institutions be terminated.

Made this _____ day of _____, 19___.

_____
President,
University of _____, USA

_____
President,
_____Agricultural
University, PRC

_____
Director, Cooperative Extension
Service, University of _____

(DRAFT)

SCIENCE & TECHNOLOGY AGREEMENT

AGREEMENT BETWEEN THE BEIJING RURAL YOUTH SCIENCE & TECHNOLOGY ASSOCIATION (BRYSTA), PEOPLES' REPUBLIC OF CHINA

AND

THE UNIVERSITY OF _____,
UNITED STATES OF AMERICA

In the interest of establishing a collaborative relationship of mutual benefit, and for the purpose of jointly undertaking educational and scholarly projects mutually acceptable to the two institutions, BRYSTA, PRC, and the University of _____, USA, do hereby agree as follows:

ARTICLE I

There shall be established a committee to be known as the "Coordinating Committee" (hereinafter designated as the Committee) which shall be recognized by the two institutions as the Committee created to facilitate the administration of all joint research and education programs undertaken pursuant to this Agreement. Any funds which become available under this Agreement shall be used by the Committee under such policies as may be mutually agreed upon by the two institutions for the administration of each selected project. All policies of the two institutions relating to the use of such funds shall be applicable. This Agreement does not indicate a commitment on the part of either institution for specific funding.

ARTICLE II

The Committee shall consist of six (6) members. Three (3) will be appointed by the Chief Director of BYRSTA, PRC, and three (3) by the chancellor of the University of _____, USA, in cooperation with the Director of the Cooperative Extension Service. The tenure of each Committee member will be specified by the appropriate appointing authority.

ARTICLE III

The Committee shall adopt such rules and appoint such subcommittees as it shall deem necessary for the conduct of affairs of the Committee and the administration of the programs of the total agreement, provided that such rules may not supersede or otherwise be inconsistent with the provision of this Agreement or the policies and regulation of the respective governing bodies of the institutions.

ARTICLE IV

In the furtherance of the aforementioned purpose, the Committee may, subject to the provisions of this Agreement, exercise all powers necessary to carry out the purpose of this Agreement, including but not limited to, the following:

(a) Identify the broad areas of joint projects to be undertaken by the two institutions named;
(b) Receive and act on recommendations from the members of the two institutions for joint projects to be undertaken;
(c) Approve and administer joint programs in accordance with the purpose of this Agreement;
(d) Provide for the movement of faculty members, Extension staff, graduate students, and undergraduate students between the two countries for the purpose of enhancing education and scholarship, subject to approval of each institution.
(e) Acquire, hold, and dispose of all equipment and research material as the Committee may consider necessary and desirable for each project; provided; however, that all such equipment and material has been made available for the furtherance of the purpose of the Agreement; and provided further that such property, equipment, or research material shall be titled in the name of the university designated and approved by the funding source through which the property, equipment, or research material was obtained. In the event of dissolution of this Agreement or termination of a project, such property, equipment, or research material shall thereupon be returned to the organization in the name of which the property, equipment, or research material was titled;
(f) Take all action deemed necessary for the successful completion of approved projects, and of the total Agreement.

ARTICLE V

All commitments, obligations, and expenditures authorized by the Committee shall be made pursuant to an annual budget prepared by the Committee and submitted to the institutions for approval. The Committee shall submit to the two institutions an annual report including a duly audited statement of accounts.

ARTICLE VI

The Committee shall meet at least once each year, and at its first meeting each year, shall elect from within its membership a Chairman, Vice-Chairman, and Secretary. The duties and responsibilities of each officer and member shall be specified in the rules referred to in Article III. The Chairman and Vice-Chairman will not be from the same country in any one year, and shall rotate between the countries yearly.

(DRAFT)

ARTICLE VII

Any project may be terminated by:

(a) Mututal agreement between the two institutions;
(b) Either organization giving at least three (3) months notice in writing;
(c) A decision of the Committee, by majority vote; or
(d) Completion of the project.

ARTICLE VIII

This Agreement may be terminated by:

(a) Mutual agreement between the two institutions; or,
(b) Either institution giving at least six (6) months' notice in writing.

Chief Director,
Beijing Rural Youth Science &
Technology Association

President,
University of _____

Director, Cooperative Extension
Service, University of _____

Signed this _____ Day of _____ 19___

GLOSSARY

Four Modernizations: In an attempt to modernize the country, Deng Xiaoping's government has targeted four areas of modernization. They are: agriculture, science and technology, industry, and defense, in that priority order. This means that the government pays special attention to these areas, both in policy and funding. The concept of "working for the Four Modernizations" is widely pronounced and generally supported by the public.

New Long March Campaign: In an attempt to kindle the spirit of young people, the Communist Youth League (CYL) has instituted the New Long March Campaign. The Long March was Mao Zedong's symbolic and literal advance toward ruling the country. This campaign asks CYL members to put forth a similar struggle and sacrifice for the good of the party and country. Numerous activities--both individual and group--can be labeled New Long March activities.

Five Stresses/Four Beauties: This slogan is used to encourage young people to refine their behavior by stressing certain ideals and paying more attention to (appreciate) certain beauties. The stresses are on decorum, courtesy, public health, public order, and morals. The beauties to be given more attention are of mind, language, behavior, and environment. By improving in these nine areas, a young person is believed to have contributed greatly to his/her "Spiritual Development," that is, the non-material development of a person's being.

Responsibility System: A set of policies designed to stimulate agricultural production, reward individual effort, and put more spending money in the peasants' pockets. Abandoning the "iron rice bowl" principle by which everyone got a salary regardless of work performed, peasants are now paid, individually and in production units, according to quality and quantity of work output. For example, if a production team exceeds its goal by 10,000 bales, those bales can be: (a) used by the team members for personal use; (b) sold to the state for a 50 percent premium over market prices; and/or, (c) sold in the "free market" to other peasants for whatever price they can get. In two short years, this system has helped spark agricultural output, and the average per capita income of peasants has risen in the neighborhood of 20 percent per year.

Cultural Revolution: A period of turmoil in China, between 1966 and 1976. During this time, most universities were either totally closed or dismantled and moved to the countryside, where students and teachers were put to work in the fields. Political persecution and even torture were prevelant. Education as a whole was greatly disrupted. The Red Guards, youthful followers of Mao, destroyed any reminder of foreign influence or ancient beliefs such as memorials to Confuscius and Buddhist temples.

Mass Organization: Any organization, such as the All-China Youth Federation, which represents the general public. It is neither a (wholly) Party nor government organization, although those two sectors may be represented in the organization.

State Farm: A farm which is run directly by the State, administered by the Bureau of State Farms in the Ministry of Agriculture, Animal Husbandry, and Fishery. Workers are employees of the State, and are paid on a salary basis. Most (90 percent) State Farm land is on reclaimed land. The State is directly involved because the money needed to get the land usable often exceeds a commune's resources.

Farmer: Any person who lives and works on a State Farm.

People's Commune: A farm owned and run on a collective basis. Workers are employees of the commune, and are paid according to quality and quantity of work produced. Factories that produce non-agricultural goods supplement commune income. Commune's are divided into Brigades, and further into Production Teams.

Peasant: Any person who lives and works in a People's Commune.

Sideline Industry: An activity on a commune that is not directly related to agricultural production. Examples include clocks, baskets, linen, and silk (raw and finished products). Chicken egg production is considered a "sideline." Such industries help provide jobs and generate income for the commune. Often products are exported abroad.

Greening Campaign: A multi-year effort, which began at a feverish pace in the spring of 1982, during which each Chinese citizen is being asked to plant 3 trees each year. Many forests were destroyed without careful consideration, especially in the 1960's and 1970's, to make room for either agricultural fields or buildings. The effect on the air quality, soil erosion, and insects continues to be devastating. Recognizing the problem, a massive reforestation campaign has been started. The Greening Campaign is spearheaded by the CYL at the direction of the State Council.

"Learn from Lei Fang": Lei Fang was a young worker who was a "model worker." He gave his life to save a group of fellow workers in an accident. He is cited as an example of the way young workers and peasants should live their lives.

Hectare: Equivalent to 2.47 acres.

Mu: Chinese area measurement equal to 1/15th of a hectare, or 0.1644 acres.

ATTACHMENTS

Attachment A: Contacts Made by 4-H Scientific and Technical Exchange Team

Attachment B: Constitution of the All-China Students' Federation

Attachment C: Constitution of the All-China Youth Federation

Attachment D: Regulations of the Beijing Young Peasants Science and Technology Association

Attachment E: Constitution of the China Association for Science and Technology

Contacts Made by 4-H Scientific & Technical Exchange Team

4/10/82

ALL CHINA YOUTH FEDERATION

Zheng Jiashan
Deputy Director of the International
Department of the All-China Youth Federation

Yu Wentao
Deputy Secretary General of the All-China Students' Federation

Li Qimin
Secretary-General of the China Children's Work Society Institute

Tang Ruoxin
Deputy Director of the Office of Secretary of Research
Organization, Youth and Children Institute of the Chinese Academy of
Social Sciences

Wu Quansheng
Chief in Charge of Rural Youth Work, All-China Youth Federation

Meng Long
Staff member, All-China Youth Federation

BEIJING BANQUET

Mr. Wen Kongjia
Deputy Director of the Bureau of Science and Education of the
National Agricultural Commission

Mm. Zhang Qiang
Deputy Director of the Bureau of Science and Technology of the Ministry
of Agriculture

Mr. Bian Bingyin
Deputy Division Chief of the Bureau of Science and Education of the
National Agricultural Commission

Mr. Yiao Xiqiou
Extension Specialist of the Bureau of Science and Technology of the
Ministry of Agriculture

Mr. Yu Zhiguo
Chief of Reception, Division of the Bureau of Foreign Affairs of the
National Agricultural Commission

Mr. Huang Yongning
Deputy Division Chief of the Bureau of Foreign Affairs of the National
Agricultural Commission

Mr. Huang Jin
Interpreter of English Language, the Ministry of Foreign Affairs

DISCUSSION GROUP - U.S. 4-H Club Delegation

Tian Fu
Vice President of the Beijing Science and Technology Association

BEIJING RURAL YOUTH SCIENCES AND TECHNOLOGY ASSOCIATION MEMBERS:

Shen Qiyi
President of the Board of Directors, Vice President of Beijing Agricultural University, Professor

Li Hanru
Vice President of the Board of Directors, Vice President of Beijing Agro-Machinization Institute, Professor

Wang Shuxin
Professor of Veterinary Department of Beijing Agricultural University

MEMBERS OF THE BOARD:

Chen Zhen
Deputy Chief Engineer, Beijing Agro-Machinery Bureau

Wangi Yilian (Mme.)
Assistant Researcher, Research Institute of Pomology and Forestry, Beijing Academy of Agro-Sciences

Xu Wannan (Mme.)
Lecturer of Department of Horticulture, Beijing Forestry Institute

Zhangt Yianli
Deputy Director of Beijing Agriculture Bureau

Liangt Guozhu
Deputy Chief of Shuryi County, Chairman of the County Science Association

Li Cai
Chief of the Rural Youth Department, Communist Youth League, Committee of Beijing Municipality

Wang Baoliany
Deputy Chief of Science and Education Division, Rural Work Department of Beijing Municipality

Hu Dinghuai
Vice Chairman of Science Committee of Haidian District

DEPUTY SECRETARY-GENERAL

Guo Yiandi
Member of Agro-Modernization Research Committee, Chinese Academy of Sciences

Zhang Wenyou
Deputy Chief of Rural Work Department, Beijing Science and Technology Assoc.

4/12/82

SECOND SHEN MEETING

Wu Chao-qun
Vice Chairman of the Double Bridge People's Commune

Wang Shu-xin
Professor of the Vetinerary Dept. in Beijing Agricultural University
and Deputy Director General of Beijing Rural Youth Science & Technology Society

Chang De-xin
Director of the International Department of Beijing Scientific and Technological Society

Liu-le-ya
the Cadre of Beijing Agricultural Commission

Chang Wen-Yu (F)
Deputy Secretary general
Beiging Rural Youth Science and Technology Association

Cheng En-lai
Secretary of the Chinese Communist Youth League Committee in the Double Bridge People's Commune

4/13 A LIST OF THE MEMBERS OF BEIJING AGRICULTURAL UNIVERSITY RECEIVING THE U.S. 4-H DELEGATION

Shen Qiyi	Vice President
Yang Zuoming	Assistant Professor, Department of Agronomy
Cheng Gueiming	Secretary of CYL of BAU
Zeng Yuzhi (F)	Secretary of CYL Branch of Dept. of Plant Protection
Liu Jihong (F)	Secretary of CYL Branch of Dept. of Agro-Economy
Yi Mingfang (f)	Secretary of CYL Branch of Dept. of Horticulture
Deng Fangdi	Chief of Extension Section, Graduate School.
Xu Weng and Li Chungwei	President's Office Staffers
Hong Yaukung	Chief of the Training Class
Bao Yichung	Chief of County Cao, Shandong Province, member of the Training Class
Gao Yaochun	Deputy Chief of Xian County, Honan Province, member of training class
Li Yungfeng	Dpty.Chief of Fengrum County, Hobei Province
Liu Jinhai	Cadre of the Youth League of Dongshuangtang commune, Jinghai County, Tianjin Municipality

4/14/82

LIST OF CHINESE DELEGATION RECEIVING U.S. DELEGATION IN SHANGHAI

Li Hongsheng	Deputy Division Chief, Shanghai Agricultural Commission
Cheng Linxiang	Secretary of Shanghai Agricultural Commission
Dai Su	Secretary of Shanghai Youth Federation
Zhai Chunankai	Assistant Researcher of Horticulture Institute Shanghai Academy of Agricultural Services
Zhao Quikai	Chief of Shanghai Agricultural Exhibition
Zhao Hexin	Chief of Reception Section, Shanghai Agricultural Exhibition

4/15/82 People's Commune - Meilong

Wu Shudi
Secretary of the CYL Branch of Longquang Brigade

Jiang Zhongxao
Vice Chairman of the Commune Administrative Committee

Wang Jinxu
Member of the Art Propaganda Team

Xu Fengquin
Secretary of the CYL Branch of the Commune - runs factory of handicrafts and arts

Wu Xuepu
Staff member of the Commune CYL Committee

Dai Su
Staff member of the Rural Youth Work Department, Shanghai CYL Committee

Zhang Xinhua
The Commune Agro-Science Station

Xu Hueigen
Vice Chairman of the County Council Office

Wu Yongshi
Staff member of the Commune

Li Hongsheng
Vice Chairman of the Shanghai Agricultural Commission Office

Zhang Jinni (Madame)
School Mistress of Meilong Middle School

Cheng Linxiang
Staff member of the Shanghai Agricultural Commission

Wang Xinfeng
Staff member of the County Council Office

Sheng Jinxin
Secretary of the CYL Committee (Commune)

Ding Youming
Secretary of the CYL Committee, Jing Jiang County

Dai Qunhua (female)
Secretary of the CYL Committee, Jing Jiang County

Wu Shifu
Secretary of the CYL Committee, Chuansha County

Cheng Lu (female)
Secretary of the CYL Committee of Liasyuan State Farm

Cao Jinliang
Secretary of the CYL Committee of Luonan People's Commune, Ban shan County

Lou Yuelin
Deputy Director of the Seeds Farm, Sheshan People's Commune, Shang jiang County

Ling Tianyi
Secretary of the CYL Branch, Xujing Brigade, Casxing Commune, Shanghai County

Shen Fugen
Chief of the Rural Youth Work Department, the CYL Committee of Shanghai Municipality

Dai Su
Staff member of the above-mentioned organization (see 4-15)

4/17/82 Members Receiving the U.S. Team at Xinghuo State Farm

Je Femping
Office of State Farm Administrative Bureau of Shanghai Municipality

Ding Qixing
Deputy Chief, Office of State Farm Administrative Bureau of Shanghai Municipality

Yin Zuxian
Deputy Chief of Xinghuo State Farm

Li Weiliang
Deputy Chief of the Party Committee of the Xinghuo State Farm

Cai Zhenghai
Deputy Chief of Agricultural Section of Xinghuo State Farm

Wang Rongxin
Secretary of CYL Committee of Xinghuo State Farm

Lang Xuozhi
Agro-Science Research Station of the Farm

Jin Leiping
Leader of 21st Brigade

Song Huanzhen
Head of Plant Protection Station of the Farm

Wang Bing Chang
Head of 2nd Fruit Tree Team

Li Jinmei
Head of Thread Processing Factory of the Farm

Jiang Ping
Leader of 2nd Brigade

Mr. Nie Dangquan
The Communist Youth League Committee of Xinhui County, Guangdang Province
(Reporter who went with us 4/26 & 27 - will send article when published)

4/19/82 Members Receiving Team at Mahn People's Commune in Jiading County

Li Chengxun
Deputy Chief of the People's Government - Jiading County

Peng Yongtian
Staff member of the People's Government, Jiading County

Fan Jianming
Deputy Chief of Mahn People's Commune

Cheng Zaixing
Head of Agro-Science and Technology State, Mahn People's Commune

Zhu Xiangxing
Staff worker in the Mahn People's Commune

4/26 He Tang Commune

Mr. Chen Jinuan
Vice-Chairman of Xinhue County (For Ag. Production)
also President of Association of Science & Technology, Xin Hui County

Mr. Li Ping
Director of the County Agricultural Bureau

Mr. Lu Yuhong
Secretary of CYL Committee of Xinhue County

Mr. Deng Binhao
Vice Secretary of CYL County of Xinhue

Mr. Chen Jianwang
Office of Foreign Affairs of Xinhue County

Mr. Xu Yangbo
Deputy Chief of Science and Education Division, Prov. Agricultural Commission of Guangdong Province

Mr. Lin Shefu
Chairman of He Tang People's Commune

Mr. Wu Jinquiang
Secretary of CYL Committee of He Tang

Mr. He Weixin
Vice Secretary of CYL Committee of He Tang

Mr. Rong Shengfang
Secretary of Association of Science & Technology in He Tang People's Commune

CONSTITUTION
OF THE ALL-CHINA STUDENTS' FEDERATION

(Adopted at the 19th Congress of the ACSF on May 9, 1979)

Chapter I
GENERAL PRINCIPLES

Article 1. The All-China Students' Federation (abbreviated as the ACSF) is a federation of student unions at institutes of higher education throughout China.

Article 2. The tasks of the ACSF are:

1. Under the leadership of the Communist Party of China and upholding the great banner of Marxism-Leninism-Mao Zedong Thought, to unite students of the whole country to carry out the Party's general task and educational policy for the new socialist period. To continue to enhance their socialist consciousness, to encourage the students to study science and culture assiduously and to persevere in integrating themselves with the workers and peasants so that they may actively develop themselves on their own initiative in the moral, intellectual and physical fields and become both red and expert personnel needed for the socialist revolution and socialist construction — all this for the goal of building China into a great and powerful socialist country equipped with modern agriculture, industry, national defence and science and technology.

2. To resolutely support the peoples and students of other countries in their struggle against imperialism, colonialism and hegemonism and strengthen friendship and co-operation with students and student organizations of other countries so as to make due contributions to the development of a broad international anti-hegemonistic united front and to the cause of world peace and human progress.

Article 3. The ACSF is affiliated to the All-China Youth Federation as a member organization.

Chapter II
MEMBERSHIP

Article 4. The ACSF practises a system of organizational membership. All student unions at institutes of higher learning endorsing the ACSF Constitution may become member unions.

Article 5. Rights and obligations of member unions are:

1. The right to discuss, make proposals about, and criticisms of, the ACSF's work;

2. The right to vote and be elected;

3. The obligation to observe the ACSF Constitution and to carry out its decisions.

Chapter III

ORGANIZATION AND FUNCTIONS

Article 6. The ACSF adopts the organizational principle of democratic centralism.

Article 7. The highest decision-making body of the ACSF is the National Congress. The Congress is convened every four years. Under special circumstances, it may be held before the due date or postponed.

The functions of the ACSF Congress are:

1. To hear and examine work reports of the National Committee;

2. To discuss and decide on the tasks of the ACSF;

3. To revise the Constitution;

4. To elect the National Committee.

Article 8. The ACSF National Committee consists of elected member unions. Each elected union is to send one representative to attend National Committee meetings. A Committee member union may change its representative if it deems necessary.

The functions of the National Committee are:

1. To elect the President and a number of Vice-Presidents;

2. To prepare for and convene the National Congress;

3. To discuss and decide on the work of the ACSF when the Congress is not in session;

4. To examine the daily work and decisions of the Presidium.

Article 9. Member unions elected to Presidential and Vice-Presidential posts should each send a representative to make up the Presidium. The Presidium shall preside over the routine work when the National Committee is not in session. It appoints a Secretary-General and several Deputy-Secretary-Generals to assist in its work.

Chapter IV

STUDENT UNIONS AND LOCAL STUDENT FEDERATIONS

Article 10. The tasks of a student union at an institute of higher education are:

Under the leadership of the Party committee at the institute and with the help of the Communist Youth League organization thereof, to promote a varied

and interesting syllabus, and scientific, cultural, recreational, sports and social service activities which are interesting to the students, based on their studies and aimed at enabling them to "keep fit, study hard and work well".

To guide the students to constantly improve their political consciousness, to gain a better mastery of their professional knowledge and skills, and to have a better physical and spiritual health.

To show concern for the vital interests of the students, constantly report their suggestions, opinions and requests, promote a sense of unity among themselves and with teachers, administrative staff and workers, and assist the institute authorities in developing a good teaching, studying and living environment.

Article 11. The student union at an institute of higher education is a mass organization of university and college students. All Chinese undergraduates may become its members irrespective of nationality, sex and religious belief. A graduate may retain his or her right to be a member for a given period of time if he or she takes up a post in the student union. The student congress (or the student assembly) of an institute is held every one or two years to examine and decide on the work of the union and elect a union committee. The union committee is composed of a Chairman and several Vice-Chairmen to take charge of the routine work.

Article 12. Member unions of the ACSF in various provinces, municipalities and autonomous regions make up their respective provincial, municipal and autonomous regional student federations whose committees are elected by the member unions concerned.

The function of a student federation at the local level is to assist the student unions in the locality in their work and organize student mass activities.

A provincial, municipal or autonomous regional student federation elects its Chairman and Vice-Chairmen to run its daily work.

The organizational set-up of student federations below the provincial (or autonomous regional) level is to be decided by the provincial (or autonomous regional) student federations concerned in the light of the concrete conditions and in conformity with the Constitution of the ACSF.

CONSTITUTION
OF THE ALL-CHINA YOUTH FEDERATION

(Adopted at the First Session of the Federation's Fifth Committee on May 9, 1979)

Chapter 1
GENERAL PRINCIPLES

Article 1. The All-China Youth Federation is a federal body of youth organizations under the leadership of the Communist Party of China, with the Communist Youth League of China as the core.

Article 2. The basic tasks of the Federation are:

To uphold the great banner of Mao Zedong Thought, unite and educate young people of all walks of life and of all nationalities in China in assiduously studying Marxism-Leninism-Mao Zedong Thought to raise their patriotic and socialist consciousness and in developing the study of modern science and technology as well as general culture so as to build our country into a powerful socialist state with modern agriculture, industry, national defence and science and technology;

To work for the early return of Taiwan to the embrace of the motherland and the completion of China's unification;

To strive to develop friendly co-operation with the youth of other countries, resolutely oppose imperialism, colonialism and hegemonism, support the just struggle of the peoples and youth of all countries and defend world peace.

Chapter II
MEMBERSHIP

Article 3. The Federation practises the system of organizational membership. It consists of the Communist Youth League of China, the All-China Students' Federation, the All-China Young Men's Christian Association, the All-China Young Women's Christian Association and the youth federations of various provinces, municipalities and autonomous regions.

Article 4. Member organizations have the following rights and obligations:

1. To discuss, make proposals on, and criticisms of, the Federation's work;

2. To send in delegates, all entitled to vote and be elected;

3. To observe the Federation's Constitution and implement its decisions;

4. To report to the Federation on their work as well as the wishes of young people.

Article 5. Member organizations are free to withdraw from the Federation. If a member organization so desires, it should first hand in a written request to the Federation.

Article 6. When a member organization violates the Federation's Constitution, it shall be duly dealt with in accordance with relevant resolutions of the Federation's National Committee or its Standing Committee.

Chapter III

ORGANIZATION AND FUNCTIONS

Article 7. The Federation practises the organizational principle of democratic centralism.

Article 8. The supreme power organ of the Federation is the National Committee. When the National Committee is not in session, the Standing Committee shall take charge of the Federation's work.

Article 9. The National Committee consists of the delegates selected by member organizations as well as special guests. The Standing Committee consists of a number of National Committee members elected by the National Committee.

Article 10. The National Committee is elected for a term of four years. A member organization may, if it deems necessary, recall its own delegates on the National Committee or fill vacancies therein.

The size of the National Committee is decided by the Standing Committee of the outgoing National Committee.

Article 11. The National Committee has a President and a number of Vice-Presidents. The President and Vice-Presidents are elected by the plenary session of the National Committee. They are concurrently President and Vice-Presidents of the Standing Committee.

Article 12. The functions of the National Committee are:

1. To hear and examine the work reports of the Standing Committee;

2. To discuss and decide on the tasks of the Federation;

3. To revise the Federation's Constitution;

4. To elect the President and Vice-Presidents of the National Committee and members of its Standing Committee.

Article 13. The National Committee holds its plenary session every two years. The plenary session may be convened before the due date or postponed if the Standing Committee deems it necessary.

Article 14. The Standing Committee has a Secretary-General and several Deputy-Secretary-Generals to assist the President and Vice-Presidents in handling the work of the Federation.

Article 15. The Standing Committee may set up working bodies according to need and may establish offices in various places when necessary.

Chapter IV

FINANCIAL RESOURCES

Article 16. The financial resources of the Federation are membership dues, income from its undertakings as well as financial grants from other sources.

ATTACHMENT D

REGULATIONS

OF

THE BEIJING YOUNG PEASANTS SCIENCE

AND TECHNOLOGY ASSOCIATION

Chapter I General Principles

Article 1 Under the leadership of the Party, the Beijing Young Peasants Science and Technology Association is a mass organization of young peasants interested in science and technology. It is a group member of the Beijing Science and Technology Association.

Article 2 Aim of the Association: To unite and educate young peasants highly interested in science to make positive contributions to the construction of the socialistic spiritual civilization and material civilization and in the realization of the agricultural modernization of Beijing area.

Article 3 Main Tasks of the Association:

1) To organize agricultural experts coaching young peasants with an aim to elevate the latters' scientific and technical levels.

2) To encourage and educate young peasants to set one's mind on farm work, to learn agricultural science and technology, to develop scientific experiments, demonstrations and popularization.

3) To organize science loving young peasants to exchange experiences.

4) To select and foster outstanding young peasants for further agricultural technical training.

5) To inform the various departments concerned about young peasants' opinions, suggestions and requests.

Chapter II Organization

Article 4 The leading body of the Beijing Young Peasants Science and Technology Association is the board of directors. It is formed of enthusiastic agricultural experts, cadres of science and technology management and representatives of young peasants with deep love for agriculture. It comprises one chief director, a group of deputies, one secretary-general and a number of deputies. They are appointed by the board of directors through voting. The term of office of the board of directors is three years.

Article 5 A number of special branch groups may be set up by the Beijing Young Peasants Science and Technology Association according to actual needs. Scientists and experts of various special branches concerned may be invited as instructors.

Chapter III Membership

Article 6 The Beijing Young Peasants Science and Technology Association admits only Young Peasants Science and Technology Associations of counties and suburbs of Beijing as group members.

Article 7 The Young Peasants Science and Technology Associations of various counties and suburb areas accept the Young Peasants Science and Technology Associations (Groups) of the communes (farms, forestry centers, live stock farms, fish farms) as group members. The Young Peasants Science and Technology Associations (Groups) of communes are at the same time group members of the local communes' Science and Technology Associations.

Article 8 Peasants, agricultural workers and technicians of the communes' farms, forestry centers, live stock farms, fish farms under the age of 35, determined to devote themselves to farming, and having made contributions in their work, are eligible to apply for membership. They will be admitted as members after been approved by the county and suburb Young Peasants Science and Technology Associations.

Article 9 Scientists who show special concern about training young peasants, cadres and staff members of the Association and those who are invited as instructors, are members of the Association.

Article 10 County and district Young Peasants can develop and accept individuals as members.

Article 11 Rights and duties of members

1. Right to make suggestions and right to criticize.
2. Right to take part in the Association's group activities.
3. Duties to observe the regulations of the Association, to execute resolutions and to accomplish assignments of the Association.

Chapter IV. Finance

Article 12 It's sources

1. Membership fees,
2. Subsidies from the Beijing Science and Technology Associations,
3. Donations from various units concerned,
4. Donations from various organizations and individuals.

Constitution of the China Association for Science and Technology

Chapter 1 General Rules

Article 1 This association shall be named the China Association for Science and Technology, or CAST for short.

Article 2 CAST is an amalgamated organization of mass organizations of workers in science and technology under the leadership of the Communist Party of China, and has the objective of promoting the development, flourishing, popularization and extension of science and technology in China and contributing to the advancement of the scientific and cultural level of the entire Chinese nation with a view to building China as quickly as possible into a powerful modern socialist country.

Article 3 The main tasks of CAST will be:

a) To organize and vigorously support academic exchanges and the publication of academic periodicals and monographs by members, in accordance with the policy of "letting a hundred flowers blossom and a hundred schools of thought contend".

b) To popularize scientific and technological knowledge in various forms among cadres and the people according to the needs in carrying out the Four Modernizations, to provide young people with education in science and technology, and to assist relevant departments conducting technological exchanges and scientific experiments of a mass nature.

c) To mobilize its members, scientists and technicians to make suggestions on China's scientific, technological and other construction undertakings, to play an advisory role to government departments, enterprises and other institutions on scientific and technological matters, and to undertake relevant tasks entrusted to CAST by government departments, enterprises and other undertakings.

d) To popularize science and technology and organize programmes and projects that serve scientists and technicians.

e) To relay constantly the comments and appeals of its members, scientists, and technicians to the Party and relevant government departments.

f) To strengthen and coordinate the relation among affiliated scientific and technological bodies, to reinforce the dialogue between the natural science and social science communities.

g) To work for people-to-people academic exchanges in the international arena and to develop friendly contacts with scientific and technological bodies, scientists and technicians in other lands.

Chapter 2 Membership

Article 4 Any public group of workers in science and technology, including societies, associations, research institutes and science popularizing groups that is willing to abide by the constitution of this Association may become a member through application and upon approval by the Standing Committee. A member may declare its withdrawal of membership.

Article 5 Rights and obligations of members:

Rights:

a) to elect and appoint delegates to association meetings, to vote in and to be elected to this association;

b) to make criticisms and suggestions concerning the work of this association;

c) to apply to this association for necessary support and assistance in scientific and technological activities;

d) to enjoy priority in the various activities run by this association.

Obligations:

a) to abide by the constitution and to carry out the resolutions of this Association;

b) to fulfil in an active manner the tasks entrusted by this Association;

c) to pay membership dues;

d) to submit to this Association at least one work report annually.

Chapter 3 The national organization

Article 6 The supreme body of this Association is the National Congress to which delegates are democratically elected. The Congress shall convene once every 5 years, except for extraordinary circumstances.

The National Congress will be required:

a) to discuss and decide on the working policies and tasks of this Association;

b) to take note of and approve the work report of the National Committee;

c) to formulate and revise the Constitution of this Association;

d) to elect the new National Committee.

Article 7 When the National Congress is not in session, the supreme body of this Association is the National Committee. The number of National Committee members is decided by the National Congress. The National Committee will elect the Chairman, Vice-chairmen and other members to form the Standing Committee. The National Committee, the Standing Committee, the Chairman and Vice-chairmen are to be elected from a larger number of candidates by secret ballot. The consecutive reelection and reappointment of Chairman and Vice-chairmen should not, generally, exceed two sessions. The National Committee exercises leadership over Association activities in accordance with the constitution and the resolutions of the National Congress, and take note of and approve the work report of the Standing Committee.

The National Committee will hold a general assembly every year, except for extraordinary circumstances.

Article 8 The Standing Committee is the permanent body of the National Committee. When the National Committee is not in session, the Standing Committee presides over the affairs of the Association.

Article 9 The Standing Committee will decide the executive members of the Secretariat to handle the daily work, under the leadership of the Standing Committee.

The Standing Committee will establish, according to work needs, a popularization committee, an academic society committee, and international activities committee and corresponding functioning organs.

Chapter 4 Local associations

Article 10 The Association at the provincial, municipal, autonomous region and lower levels will be local organizations at these levels of CAST, subject to guidance from the Association at the immediate higher level.

Article 11 Groups of workers in science and technology at the provincial, municipal, autonomous region and lower levels may apply to join the Association at the same level.

Auticle 12 The Association at the provincial, municipal, autonomous region and lower levels shall hold corresponding congresses every 3 to 5 years, elect leading organizational bodies and, in accordance with the work and development of the undertaking, establish appropriate functioning organs and special committees.

Article 13 The organic rules of the organizations at basic

level under the local association (such as the organizations in factories, mines, communes, etc.) will be formulated by the provincial, municipal and autonomous region association in accordance with the actual circumstances.

Chapter 5 Finances

Article 14 This Association will be financed by:

a) state appropriations;

b) returns from various enterprises and undertakings of this Association;

c) donations by units or individuals;

d) membership dues.

Chapter 6 Appendix

Article 15 This constitution will come into effect when adopted by the National Congress.

Article 16 The provincial, municipal and autonomous region association may stipulate for working rules of this constitution and groups of scientists and technologists may formulate constitutions of their own.